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AUTHOR Hargrave, Lou A.; And Others
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ABSTRACT

This study analyzed Oklahoma's completion status reports, student follow-up findings, employers' ratings, and wages of secondary and adult traditional and nontraditional students from vocational and technical education programs for fiscal years 1978-79, 1979-80, and 1980-81. (Complete statistical data calculations for each area analyzed are included in the appendix.) The study concluded that although nontraditional students usually do not rate as well as traditional students of the same sex, when the nontraditionals are compared to traditional students of the opposite sex from the same programs, they do as well and frequently better than the traditional students. According to the wage section of this study, secondary female nontraditional completers do make significantly less than their male counterparts. However, in the last 2 years studied, the adult female nontraditional completers did not earn any significant differences in wages compared to the adult male traditional completers. Also, the adult female nontraditional completers made significantly more than female traditional completers. No significant differences were found in the 3 years studied where male nontraditional completers received significantly any more or any less than female traditional completers. (Author/KC)

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# COMPREHENSIVE ANALYSIS OF FOLLOW-UP DATA FOR STUDENTS ENROLLED IN TRADITIONAL AND NONTRADITIONAL VOCATIONAL AND TECHNICAL PROGRAMS

by

Ms. Lou A. Hargrave

Dr. William D. Frazier

Dr. Tom E. Thomas

U.S. DEPARTMENT OF EDUCATION
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Oklahoma State Department of Vocational and Technical Education

FY 1978-79
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FY 1980-81

## ABSTRACT

This study analyzed Oklahoma's completion status reports, student follow-up findings, employers' ratings, wages of secondary and adult traditional and nontraditional students from vocational and technical education programs for fiscal years 1978-79, 1979-80, and 1980-81. Complete statistical data calculations for each area analyzed are included in the appendix.

Although nontraditional students usually do not rate as well as traditional students of the same sex, when nontraditional students are compared to traditional students of the opposite sex from the same programs, they do as well and frequently better than the traditional students. According to the wage section of this study, secondary female nontraditional completors do make significantly less than their male counterpart. However, in the last two years studied the adult female nontraditional completors did not earn any significant difference in wage compared to the adult male traditional completors. And the adult female nontraditional completors made significantly more than female traditional completors. There were no significant differences found in the three years studied where male nontraditional completors received significantly any more or any less than female traditional completors.

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# I. INTRODUCTION

Oklahoma has long been proud of its economic development and low unemployment record. Governor Nigh has often given credit to the State Department of Vocational and Technical Education for supplying the skilled people necessary for the industrial development of the state. Even so, there has been much discussion concerning the economic and social benefits of efforts to train women and men for nontraditional (a behavior, role, or function of one sex that is dominated by the opposite sex) occupations.

Some critics of the men's and women's work role changes have stated that nontraditional employees' wages of both men and women are still not equal to that of the traditional male employee. They also argue that women and men experience a high dropout rate in nontraditional vocational programs. Furthermore, they believe that most students who graduate from nontraditional programs do not find jobs related to their training. This study is intended to analyze nontraditional completion status, follow-up findings, employers' ratings, and wages for vocational education programs in Oklahoma.

Men and women enter nontraditional occupations for a number of reasons. A workshop on women in technology held at the Massachusetts Institute of Technology, reiterated observations concerning women's participation in the labor force, with conclusions substantiated mainly in light of rapid technological changes (Ruina, 1973).

> Human energy projections indicate a rising need for technically competent workers at every level of education and training.

> Men, as well as women, are questioning the traditional role they grew up with believing they would assume.
>
> There is a universal trend toward greater economic, social, and political equality.
>
> The homemaker's role and family structure are evolving so that women need to work for the same compelling economic reasons as do men.
>
> Families are becoming smaller, therefore, women have less to do at home.
>
> Divorce is much more common.
>
> Women often must support their children as well as themselves.

In 1972, Title IX of the Education Amendments was passed. It was the first federal law to address the sex equity issue in education by allowing females and males to enter any educational programs regardless of their genders. It simply stated,

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.

Before the passage of Title IX, females and males were legally prevented from enrolling in many vocational courses solely on the basis of sex. After Title IX was passed, students were permitted to enroll in vocational courses regardless of their sex, but both males and females generally continued to enroll in vocational courses that were traditional to their sex.

In 1976, Congress was convinced that the impetus for promoting compliance with Title IX and furnishing equal opportunities in vocational education to both sexes would have to come from the federal government. One year earlier, the House Committee on Education and Labor held special hearings on the extent and impact of sex discrimination and sex-role stereotyping in vocational education. According to Congress, the testimony presented during

that time strongly persuaded them of the need for federal action. Of particular interest to Congress was women's economic need for paid work and their inferior position in the labor market. Historically, enrollment and follow-up statistics have shown that women are concentrated in a narrow range of courses that are female intensive and low paying, and that men have three times as many job options available to them within male intensive programs (The Vocational Education Study: Final Report, 1981).

Thus, to overcome these historic inequities, Title II of the 1976 Vocational Education Amendments was mandated. Each state was and is still required to spend at least $50,000 of its basic grant in each fiscal year to support full-time personnel who assist the State Board in assuring equal training opportunities to both sexes. The legislation also contains a mandatory ten-part job description for sex equity personnel that includes the following function:

1. Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs including assisting the State Board in publicizing the public hearings on the state plan.

2. Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the state.

3. Develop and support actions to correct problems brought to the attention of this personnel, including awareness of the Title IX complaint process.

4. Review the distribution of grants and contracts by the State Board to assure that the interests and needs of women are addressed in all project assisted under this act.

5. Review all vocational education programs in the state for sex bias.

6. Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education.

7. Assist local educational agencies and other interested parties

in the state in improving vocational education opportunities for women.

8. Make available to the State Board, the State Advisory Council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the state concerned about sex bias in vocational education, information developed under this section.

9. Review the self-evaluates required by Title IX.

10. Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the Five Year State Plan and its annual program plan prior to their submission to the commissioner for approval.

These ten functions are the consequences of Title II of the Education Amendments of 1976 which states: "Eligible recipients of vocational funds are required to eliminate the existence of sex bias and stereotyping in their vocational programs." It should be noted that Title II's language is not singling out one sex over the other. Therefore, each sex has the legal right to enroll in any vocational program that they are otherwise qualified and each vocational program has the legal responsibility to assure this right.

## Objective of the Research

The objective of this research was to examine students' completion status, follow-up findings, employers' ratings, and wages of completors of vocational programs for FYs 1978-79, 1979-80, 1980-81, for the purpose of observing any trend where male traditional completors excelled over female nontraditional completors and female traditional completors excelled over male nontraditional completors.

## II. RELATED LITERATURE

Even though men and women must be treated equally under the laws of Title II and Title IX, they are not treated equally when it comes to the amount of research found pertaining to the male nontraditional student and the female nontraditional student. Much literature has been written on females' needs to crossover into the nontraditional occupations, yet very little research can be found concerning the male nontraditional student. Thus as one reads this chapter, keep in mind that many of the findings, especially when discussing barriers to nontraditional students, pertain to male nontraditional students as well.

During the past decade, while the number of married couples increased only 10 percent, families headed by women grew 51 percent. The female family householder now constitutes 10.3 percent of the population (Robey and Russel, 1982). One of the decade's most striking trends is the surge of women with children into the work force. In the 1970 census, only 31 percent of women with children were working in the labor force; but by 1980, 46 percent of women with children were working in the labor force (Robey and Russel, 1982). In fact, the latest 1980 census shows that 50 percent of women are working outside the home.

Forty percent of the women in the work place are of a minority race. These women have an especially difficult time finding a job that meets their employment skills at a salary that covers their necessary family expenditures (Dodge, Bryant, and Gillen, 1981). Despite their overpowering economic needs,

women who work earn only 60 percent of a man's salary (The Vocational Education Study: Final Report, 1981).

Labor force projections to 1990, issued by the Bureau of Labor Statistics of the U.S. Department of Labor, forecasts a significant expansion in the proportion of the labor force occupied by women to about 45-46 percent of the total work force. With human energy needs opening up opportunities for women in the world of work, society has come to accept the fact of women being employed. Economic, social, political, and psychological factors are believed to have contributed to this present trend of women entering the labor force (Vetter, 1979).

Women constitute a large portion of the labor force worldwide, actively contributing to their countries' economic growth. Despite an increase of men and women in nontraditional occupations, research shows that occupational sex segregation and related wage disparities continue to exist, since women's jobs are concentrated in the lowest-paying occupational groups (Women and Vocational Training: A Step Up or a Come Down?, 1982).

The following data adapted from findings reported in a publication funded by the League of Women Voters in 1982 exhibits this. It also shows the disparity in earnings by sex is greater than the disparity in earnings by race, with minority women earning the least of all workers categorized.

1978 Median Yearly Salary

| | | | |
|---|---|---|---|
| White Women Earn | $9,578 | White Males Earn | $16,194 |
| Minority Females Earn | $8,996 | Minority Males Earn | $12,885 |

1980 Median Weekly Wage for Blue-Collar Jobs

| | | | |
|---|---|---|---|
| White Women Earn | $179.75 | White Males Earn | $278.90 |
| Black Women Earn | $169.03 | Black Males Earn | $238.61 |

(Women and Vocational Training: A Step Up or a Come Down?, 1982.)

A compound problem arises even within some occupational groups as far as women's earnings parity to that of men's. The reason for such wage difference is primarily because female and male workers are segregated within these groups. For instance, in the sales category, women are concentrated in retail sales, while men are concentrated in higher-paying wholesale positions. This disparity can also be found in manufacturing industries where women are concentrated in clothing and electrical equipment industries where wages are low, while men are concentrated in the higher-paying chemical and transport equipment industries (Women and Vocational Training: A Step Up or a Come Down?, 1982). Similar examples can be drawn throughout the industrial spectrum of the U.S.

Many barriers to men and women entering nontraditional occupations are also barriers to men's and women's re-entry into nontraditional educational programs. An Oklahoma State Department of Vocational and Technical Education committee report entitled Sex Bias Barriers to Vocational Education Enrollment completed in 1980, ranked perceived student gender barriers in vocational programs. The highest barriers for students were analyzed as attitudinal, cognitive, or experiential orientation. The report defined these barriers as follows (Brown et al, 1980).

1. ATTITUDINAL. Indicators which relate to feelings, traditional values, and/or existing societal stereotyping. Recommended action strategies focus on awareness activities which may or may not ensure skills development (i.e., needs assessments, personal inventories, case discussions, etc.).

2. COGNITIVE. Indicators which demonstrate a lack of the needed knowledge base in order to overcome the condition noted. Recommended action strategies focus on the dissemination of specific technical assistance, information, and/or application activities which will ensure the evaluation of knowledge and/or the personal development of the skills necessary to take advantage of more options, develop varying approaches, or deduce more creditable alternatives (i.e.,

task-centered exercises, lectures, readings, action oriented activity, etc.).

3. EXPERIENTIAL. Indicators which demonstrate a void, naivete, negative involvement/experience which result in biased assumptions or behaviors. Recommended action strategies focus on involvement in, or analyzation of, real or hypothesized situations so as to personally experience, in a positive growing manner, alternatives which could alter previous behaviors, stereotyped thought processes (i.e., role playing, on the site observation/participation, application activities, etc.).

The final report of this study presented to the Oklahoma Council of Vocational Education in February of 1980, included a compiled list of barriers as ranked by students, parents, teachers, counselors, principals, and employers. This listing indicated that school personnel desperately need in-service training in order to create awareness and provide direction in implementing sex equity policies (Brown et al, 1980).

The following is a list of the top barriers of nontraditional vocational programs cited by students for each category. It should be noted that some barriers fall under more than one of the three categories.

Attitudinal

1. Loss of Femininity/Masculinity.
2. Peer Pressure by Ridicule, Isolation, Alienation or Exclusion.
3. Need for Friends of Same Sex in Class.
4. Traditional Reinforcement of Marriage/Motherhood Role for Females.
5. Males Unwilling to Work Under Supervision of Female.
6. Fear of Not Being Accepted on Job, Finding Hostility.

Cognitive

1. Loss of Femininity/Masculinity.
2. Peer Pressure.
3. Lack of Information About Course, Opportunities to Enroll, Requirements, Etc.
4. Difficulty in Communicating Genuine Interest in the Field.
5. Traditional Reinforcement of Motherhood/Marriage Role.

Experiential

1. Loss of Femininity/Masculinity.
2. Lack of Facilities for Both Sexes.
3. Sexual Harassments in Class or on Job.
4. Lack of Confidence in Personal Abilities.
5. Teacher Attitude-Negative Biased, Lack of Acceptance, Impatience, Criticism, Methods of Teaching.

Just as some student barriers can be found under more than one of the three categories, the same is true for the following educator barriers.

Attitudinal

1. Loss of Femininity/Masculinity.
2. Parental Pressures, Resistance, Traditional Expectations.
3. Peer Pressure by Ridicule, Isolation, Alienation or Exclusion.
4. Tradition-Certain Jobs Expected of Certain Sexes.
5. Need for Friends of Same Sex in Class.

Cognitive

1. Loss of Femininity/Masculinity.
2. Tradition-Certain Jobs Expected of Certain Sexes.

Experiential

1. Loss of Femininity/Masculinity.

A national study of the 1980 enrollment of women and men in vocational education was compared to enrollments of women and men in vocational education in 1972, 1976, and 1978. Following is a summary of the findings (National Advisory Council on Women's Educational Programs, 1982).

> Total student enrollment in vocational education dropped between 1978 and 1980 because of installation of a new data system which reports in detail only on full-time students. Nevertheless, the percent of all vocational education students who were women continued to increase from 46 percent in 1978 to 50 percent in 1980, up a total of 9 points from 41 percent in 1972.
>
> The percent of all women vocational education students who were in traditional programs decreased by 4 points between 1978 and 1980 from 56 percent to 52 percent, a total decrease of 13 percent since 1972.
>
> Women made greater enrollment gains in mixed programs than in nontraditional programs. The percent of women in mixed programs

increased by 3 points (from 560 percent to 59 percent) between 1978 and 1980, while the percent in nontraditional increased by 1½ points (from 11 percent to 12.5 percent).

Enrollment of men changed much less than enrollment of women. In 1972, 7 percent of all men were enrolled in programs traditional for women. By 1980, 7.8 percent of all men were so enrolled, the same as in 1976. The enrollment of men increased most in home economics programs. In other programs traditional for women, the enrollment of men increased little.

Men enrolled in training for mixed occupations increased 6.5 percent since 1972, which was less than the 10 percent increase for women. The percentage of men in programs nontraditional for women dropped from 73 percent in 1972 to 66 percent in 1980, and the concentration of male students in such programs shifted from 95 percent to 88 percent.

As was the case nationally, slow movement of females into nontraditional vocational and technical programs has been the trend in Oklahoma from 1971 to 1981. The largest group of females to move in this direction was found to be white. Minorities were not found in high percentages in any nontraditional programs. Of all the male-dominated vocational programs, the trade and industry division, which offers the broadest array of occupational choices, has experienced the slowest gradual increase of female enrollments (Hargrave, 1982).

In a study entitled The Effect of Educational Equity Activities in Oklahoma, Mohammed K. Rehman determined possible effects of educational equity activities in reducing apparent discrimination in vocational programs in Oklahoma. All statistical tests indicated a significantly higher percentage of minority sex enrollments in the three years after 1976 (initiation of equity activities) than in the four years before 1976 (prior to equity activities). Females were less likely to enroll in male oriented programs as compared to males who were more likely to enroll in female oriented programs prior to 1976. This trend was reversed after 1976 when a larger percentage of females were

enrolled in male oriented programs in area vocational schools, in urban schools, and in adult programs. Thus, it was concluded that Title II of the 1976 Vocational Education Amendments has made significant differences in the increase of nontraditional sex enrollments in vocational programs (Rehman et al, 1980).

## III. METHODOLOGY

The data analyzed in this study was extracted from the student accounting files of the Oklahoma State Department of Vocational and Technical Education. The department maintains extensive historic enrollment files for program improvement activities and reporting purposes. Because these files are based on individual student records, researchers are able to manipulate the records via statistical software packages.

Each student record contains demographic as well as enrollment completion and follow-up data. These records are maintained for every student enrolled in any phase of vocational training in Oklahoma. Basic enrollment and demographic data is provided by the teacher at the time each student enrolls. One year later (in September) the teacher is asked to provide the completion status of each student. In April each year, all program completors (of the previous year) are followed up to ascertain their educational and employment status.

Historical enrollment records, dating back to the 1977-77 school year were used to construct the nontraditional and traditional dichotomy. The data analyses presented herein focus on program completion rates, employment status and employer ratings.

### Who is Included in the Study?

- Secondary Students - 11th and 12th grade
- Adult Students - full-time enrollees
- Enrollees from 1978-79 through 1980-81

## Who Is Excluded from the Study?

- Secondary Students - less than 11th grade
- Adult Students - short-term enrollees
- Out-transfers
- All consumer and homemaking and CVET students (who are not followed up)

## Constructing the Traditional/Nontraditional Dichotomy

Student records for school years 1976-77, 1977-78 and 1978-79 were used to establish the basic traditional/nontraditional structure employed throughout this study. These years were selected to represent baseline enrollment because it was felt that educational equity activities in Oklahoma at that time had not greatly affected crossover enrollments (females entering "male" programs and vice versa).

Student records were initially grouped by sex and occupational objective. In order to lend more specifically to the study individual student occupational objective codes were used instead of more generally grouped program codes. Any occupational objective that was dominated by one sex (75 percent or greater), for two of the three years was then considered to be traditional for that sex. Conversely, the same occupational objective would be considered nontraditional for the opposite sex. This rationale was then used to construct the traditional/nontraditional dichotomy found below for each occupational objective which enrolled at least ten students.

This process was carried out separately for the secondary and adult levels because the researchers felt that it was imperative to analyze the levels separately in order to adequately examine the varied outcomes which could be expected. Also, it should be noted that a significant number of students were then excluded from further analysis because they were enrolled in occupational

## Secondary Level

### Male Traditional

Animal Science
Plant Science
Farm Business Management
Agricultural Production (other)
Agricultural Chemicals
Feeds
Seeds
Fertilizers
Agricultural Supplies/Service (other)
Agricultural Power & Machinery
Soil Management
Water Management
Agricultural Construction/ Maintenance
Agricultural Electrification
Agricultural Welding
Agricultural Small Engine Repair
Agricultural Mechanics (other)
Food Products
Nonfood Products
Forests
Recreation
Soil
Wildlife
Water
Air
Fish
Range
Other Agricultural Resources
Logging
Wood Utilization
Forestry (other)
Automotive
Hardware, Building Materials, Farm & Gardens
Industrial Marketing
Petroleum
Airconditioning
Appliance Repair
Auto Body
Auto Mechanics
Auto Parts and Service Station
Aircraft Mechanic
Power Plant
Carpentry
Electricity
Masonry
Plumbing-Pipefitting
Farm Equipment Repair

### Male Traditional (con't)

Constructional Maintenance (other)
Custodial Services
Diesel Mechanic
Drafting
Electrician & Related
Electronics
Radio and TV Repair
Machinist
Sheet Metal
Welder
Metallurgy Occupation
Butcher
Small Engine Repair
Cabinetmaking
Truck Driver

### Female Traditional

Apparel & Accessories
Finance & Credit
Floristry
Dental Office Assistant
Practical Nurse
Medical Office Assistant
Child Care
Cloth Management, Production & Services
Home Furnishings, Equipment & Services
Institutional Home Management Services
Home Economics (other occupational training)
Computer/Console Operator
Peripheral, Keypunch or Coding Machine Operator
Programmer
System Analyst
Business Data Processing (other)
Duplicating Machine Operator
File Clerk
General Office Clerk
General Office (other)
Executive Secretary/ Administrative Assistant
Secretary
Stenographer
Stenographer/Secretarial (other)
Clerk-Typist

## Secondary Level (con't)

Female Traditional (con't)

Typing & Related Occupations (other)
Cosmetology
Waiter-Waitress

## Adult Level

| Male Traditional | Female Traditional |
|---|---|
| Auto Mechanic | Food Distribution |
| Carpentry | Practical Nurse |
| Heavy Equipment Operator | Operating Room |
| Electric Lineman | Home Economics Occupational Training (other) |
| Electronics | Accounting |
| Welder | Bookkeeping |
| Butcher | Cashier |
| Truck Driver | Machine Operator: Billing Bookkeeping & Computing |
| | Teller |
| | Accounting & Computing (other) |
| | Duplicating Machine Operator |
| | File Clerk |
| | General Office Clerk |
| | General Office (other) |
| | Executive Secretary/ Administrative Assistant |
| | Secretary |
| | Stenographer |
| | Stenographer/Secretarial (other) |

objectives which were roughly sex balanced. To avoid confusion, it should also be noted that a male traditional occupational objective is also a female nontraditional one and that a female traditional occupational objective is also a male nontraditional one.

## Completion of the Data

Once the traditional/nontraditional dichotomy had been established, the data to be analyzed was grouped using the dichotomy format. Completion and follow-up data for school years 1978-79, 1979-80 and 1980-81 was analyzed using these (traditional/nontraditional) categories and is presented in the following pages.

At this point it should be noted that all analyses subsequent to completion rates contain data for program completors only. More specifically, employment status was examined for program completors only--follow-up for program leavers is available but has not been analyzed.

## IV. COMPLETION STATUS AND FOLLOW-UP FINDINGS

Teachers of vocational and technical occupational programs are required to fill out a Completion Status Report each September. This report includes juniors, seniors, and adult students who were enrolled in the program last year. From this report, the completors and leavers are identified for next April's Follow-Up Report. At this point, students are classified into one of the following areas:

1. Military service full-time.
2. Employment related to training.
3. Employment not related and not pursuing education.
4. Pursuing additional education.
5. Unemployed.
6. Not in labor force and not pursuing additional education.
7. Status unknown.
8. Deceased.

It was from the two reports listed below that this data was collected. Students forming the data sample population were classified in the secondary or adult levels. Once these students were identified as completors for the first table of chi-square findings, the following tables' population was completors only.

In each table in this section, chi-square significant values between the percentages of males and females by traditional programs, and between the percentages of male traditional programs and female traditional programs by sex, can be found. The following five questions were tested for the two groups

for each year.

1. Is there a difference in percentage of completors, completors continuing education, completors employed, and completors participating in the labor force between males of male traditional programs and females of male traditional programs at the secondary or adult level?

2. Is there a difference in percentage of completors, completors continuing education, completors employed, and completors participating in the labor force between males of female traditional programs and females of female traditional programs at the secondary or adult level?

3. Is there a difference in percentage of completors, completors continuing education, completors employed, and completors participating in the labor force between females of male traditional programs and females of female traditional programs at the secondary or adult level?

4. Is there a difference in percentage of completors, completors continuing education, completors employed, and completors participating in the labor force between males of male traditional programs and males of female traditional programs at the secondary or adult level?

5. Is there a difference in percentage of completors, completors continuing education, completors employed, and completors participating in the labor force between both males and females of male traditional programs and both males and females of female traditional programs at the secondary or adult level?

Secondary-Level Completors by Sex

As noted in Table I, there were no significant differences from the first year to the second year of rates of completion between males and females enrolled in male traditional programs. However, in the last year, females completed male traditional programs at a significantly higher rate than males completed male traditional programs. When female and male rates of completion from female traditional programs were compared from the first year through the third year, there were no significant differences.

TABLE I
SECONDARY LEVEL
**PART A: PERCENTAGE OF COMPLETORS BY SEX**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .5030 | no | 69 | 71 |
| 1979-80 | .5214 | no | 75 | 76 |
| 1980-81 | .0459 | yes | 76 | 80 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .8740 | no | 79 | 80 |
| 1979-80 | .9651 | no | 82 | 83 |
| 1980-81 | .3456 | no | 85 | 82 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000011 | yes | 71 | 80 |
| 1979-80 | .0008 | yes | 76 | 83 |
| 1980-81 | .1334 | no | 80 | 82 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .003 | yes | 69 | 79 |
| 1979-80 | .0168 | yes | 75 | 82 |
| 1980-81 | .0028 | yes | 76 | 85 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 69 | 80 |
| 1979-80 | .0000 | yes | 75 | 83 |
| 1980-81 | .0000 | yes | 76 | 82 |

*At the .05 level.

During the first and second year, females completed female traditional programs at a significantly higher rate than they completed male traditional programs. But in the third year, there were no significant differences between the completion rates of females enrolled in female traditional programs for females enrolled in male traditional programs. However, from the first year through the third year, males had a significant difference between their completion rates, whether they were enrolled in male traditional programs or female traditional programs. Males completed female traditional programs at a higher rate than male traditional programs. In fact, all male and female enrollees completed female traditional programs at a significantly higher rate than male traditional programs.

Secondary-Level Percentage of Completors
by Sex Continuing Education

As noted in Table II, female completors from male traditional programs continued their education at a significantly higher rate from the second to the third year than did male completors from male traditional programs. During the first year, there was no significant difference between male and female completors' rate of continuing education from female traditional programs. However, from the second to the third year, there was a significant difference found between male and female completors' educational continuation rates. During those two years, male completors continued their education at a higher rate from female traditional programs than did females from female traditional programs.

TABLE II
SECONDARY LEVEL

**PART A: PERCENTAGE OF COMPLETORS BY SEX CONTINUING EDUCATION**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 33 | 48 |
| 1979-80 | .0000 | yes | 33 | 45 |
| 1980-81 | .0000 | yes | 29 | 48 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .2368 | no | 39 | 34 |
| 1979-80 | .0000 | yes | 53 | 34 |
| 1980-81 | .0213 | yes | 41 | 32 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS CONTINUING EDUCATION**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 49 | 34 |
| 1979-80 | .0000 | yes | 45 | 34 |
| 1980-81 | .0000 | yes | 48 | 32 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .1105 | no | 33 | 39 |
| 1979-80 | .0000 | yes | 33 | 53 |
| 1980-81 | .0011 | yes | 29 | 41 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .5577 | no | 34 | 53 |
| 1979-80 | .2212 | no | 34 | 35 |
| 1980-81 | .0225 | yes | 30 | 33 |

*At the .05 level.

Female completors, from the first year through the third year, continued their education from male traditional programs at a significantly higher rate than from female traditional programs. There was no significant difference in the educational continuation rate of male completors from male traditional programs and male completors from female traditional programs during the first year. However, the following two fiscal years indicated that male completors continued their education at a significantly higher rate from female programs than male completors from female traditional programs.

From the first to the second year, there was no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs. Yet in the third year, male and female completors had a higher educational continuation rate from female traditional programs than male traditional programs.

Secondary-Level Percentage of Completors
by Sex Employed

As observed in Table III, males had a significantly higher rate of employment from male traditional programs than females had from male traditional programs from the first year through the third year. Yet there was no significant difference found between employment rates of males and females that graduated from female traditional programs from the first year through the third year.

TABLE III
SECONDARY LEVEL
**PART A: PERCENTAGE OF COMPLETORS BY SEX EMPLOYED**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .00004 | yes | 93 | 83 |
| 1979-80 | .00000 | yes | 95 | 85 |
| 1980-81 | .0036 | yes | 93 | 86 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .6318 | no | 89 | 91 |
| 1979-80 | .6279 | no | 95 | 93 |
| 1980-81 | .8641 | no | 93 | 91 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS EMPLOYED**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0123 | yes | 84 | 91 |
| 1979-80 | .0054 | yes | 85 | 93 |
| 1980-81 | .0324 | yes | 86 | 91 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .1336 | no | 93 | 89 |
| 1979-80 | p>.18 | no | 95 | 95 |
| 1980-81 | .8750 | no | 93 | 93 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0048 | yes | 93 | 91 |
| 1979-80 | .0066 | yes | 95 | 93 |
| 1980-81 | .2543 | no | 92 | 92 |

*At the .05 level.

From the first year through the third year, female completors from female traditional programs had a significantly higher rate of employment than female completors from male traditional programs. From the first year through the third year, there were no significant differences between the employment rate of male completors in male traditional programs and male completors in female traditional programs.

Male and female completors from male traditional programs had a significantly higher employment rate, from the first year to the second year. This did not continue during the third year. There was no significant difference found between rates of employment of all completors from male traditional programs and all completors from female traditional programs.

Secondary-Level Percentage of Completors by Sex Participating in the Labor Force

As noted in Table IV, from the first year through the third year, male completors of male traditional programs had a significantly higher labor force participation rate than female completors. This continued in the same fiscal years for female traditional programs. Male completors had a significantly higher rate of labor force participation from female traditional programs than female completors from female traditional programs.

Female completors had a significantly higher rate of labor force participation from female traditional programs than female completors from male traditional programs for all three years. Yet, during the first year, male completors did not have a significantly higher labor force participation rate between male traditional or female traditional programs.

TABLE IV
SECONDARY LEVEL
**PART A: PERCENTAGE OF COMPLETORS BY SEX PARTICIPATING IN THE LABOR FORCE**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 95 | 65 |
| 1979-80 | .0000 | yes | 97 | 59 |
| 1980-81 | .0000 | yes | 98 | 65 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .0036 | yes | 94 | 82 |
| 1979-80 | .0323 | yes | 93 | 83 |
| 1980-81 | .0048 | yes | 96 | 85 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS PARTICIPATING IN THE LABOR FORCE**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 65 | 81 |
| 1979-80 | .0000 | yes | 59 | 83 |
| 1980-81 | .0000 | yes | 65 | 85 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | $p > .13$ | no | 95 | 94 |
| 1979-80 | .0255 | yes | 97 | 93 |
| 1980-81 | .0280 | yes | 98 | 95 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 94 | 82 |
| 1979-80 | .0000 | yes | 95 | 83 |
| 1980-81 | .0000 | yes | 96 | 86 |

*At the .05 level.

However, from the second year to the third year, male completors participated in the labor force from male programs at a significantly higher rate than male completors from female traditional programs. In fact, for all three years, male and female completors of male traditional programs participate in the labor force at a higher rate than male and female completors from female traditional programs.

Adult-Level Percentage of Completors by Sex

As noted in Table V, from the first year through the third year, there was no significant difference between male and female completion rates from male traditional programs. Also, there were no significant differences found between male and female completion rates of those that graduated from female traditional programs.

Yet, there were significant differences in the female enrollees' completion rates between male traditional programs and female traditional programs for all three years. Females had a higher completion rate from female traditional programs than they had from male traditional programs for all three years. This tendency did not hold true for male enrollees' completion rates. In the first year, there was a significant difference between male enrollees' completion rates from male traditional programs and male enrollees' completion rates from female traditional programs. Males completed female programs at a higher rate than they completed male traditional programs. In the following two years, the male enrollees' completion rates, between male traditional programs and female traditional programs, were not significant.

TABLE V
ADULT LEVEL
**PART A: PERCENTAGE OF COMPLETORS BY SEX**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .1934 | no | 45 | 55 |
| 1979-80 | .7350 | no | 53 | 51 |
| 1980-81 | .4360 | no | 52 | 45 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .9329 | no | 67 | 67 |
| 1979-80 | .4624 | no | 57 | 63 |
| 1980-81 | .7617 | no | 65 | 63 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0448 | yes | 55 | 67 |
| 1979-80 | .0345 | yes | 51 | 63 |
| 1980-81 | .0082 | yes | 45 | 63 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0093 | yes | 45 | 67 |
| 1979-80 | .7339 | no | 53 | 57 |
| 1980-81 | .0693 | no | 52 | 65 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0000 | yes | 46 | 67 |
| 1979-80 | .0000 | yes | 53 | 63 |
| 1980-81 | .0000 | yes | 51 | 63 |

*At the .05 level.

Table V shows that male and female enrollees had a significant difference in completion rates between male traditional programs and female traditional programs. Both males and females completed female traditional programs at a higher rate than they completed male programs.

Adult-Level Percentage of Completors
by Sex Continuing Education

As noted in Table VI, from the first year through the third year, there was no significant difference between the rate of male completors and the rate of female completors who chose to continue their education. In the case of traditional programs, this tendency of no significance did not continue, except for the last year. Two years prior to fiscal year 1980-81, there was a significant difference between the rate females continued their education from female traditional programs as compared to the rate males from female traditional programs continued their education. Male completors of female traditional programs, from the first year to the second year, had a higher rate of continuing their education than male completors graduating from female traditional programs.

When comparing female completors from male traditional programs to female completors of female traditional programs, there is no significant higher educational rate during the first and third years. In the second year, females continued their education at a significantly higher rate in female traditional programs than from male traditional programs. Male completors continued their education at a significantly higher rate from female traditional programs than male traditional programs from the first year to the second year.

TABLE VI
ADULT LEVEL

## PART A: PERCENTAGE OF COMPLETORS BY SEX CONTINUING EDUCATION

### IN MALE TRADITIONAL PROGRAMS:

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | p>.3022 | no | 6 | 6 |
| 1979-80 | p>.2609 | no | 7 | 5 |
| 1980-81 | p>.28 | no | 5 | 7 |

### IN FEMALE TRADITIONAL PROGRAMS:

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .0124 | yes | 20 | 7 |
| 1979-80 | .0472 | yes | 17 | 7 |
| 1980-81 | p>.22 | no | 6 | 3 |

## PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS CONTINUING EDUCATION

### OF FEMALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | p>.2770 | no | 6 | 7 |
| 1979-80 | .0005 | yes | 5 | 7 |
| 1980-81 | p>.17 | no | 7 | 3 |

### OF MALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0153 | yes | 6 | 20 |
| 1979-80 | .0036 | yes | 7 | 17 |
| 1980-81 | p>.29 | no | 5 | 6 |

### OF MALE AND FEMALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .6569 | no | 6 | 7 |
| 1979-80 | .8217 | no | 7 | 7 |
| 1980-81 | .0894 | no | 6 | 3 |

*At the .05 level.

However, in the last year, there was no significant higher rate of continuing education found between male completors from male traditional programs as compared to male completors from female traditional programs. Yet no significant differences can be found in the educational continuation rate for all three years between all completors in male traditional programs and all completors in female traditional programs.

Adult-Level Percentage of Completors by Sex Employed

In comparing the employment rate in Table VII between males and females in male traditional programs from the first through the third year, there were not significant differences. This was also true for the employment rate between males and females in female traditional programs for the same fiscal year. The first-year female enrollees had a significantly higher rate of employment in female traditional programs. However, females had no significant difference in their employment rate from the second year to the third year whether they graduated from a male traditional program or a female traditional program. Males from male traditional programs did not have a significantly higher rate of employment than males from nontraditional programs during the second through third year. When male traditional programs and female traditional programs were compared concerning employment rates of male and female enrollees, only in the first year was there any significant difference. Graduates from female traditional programs had a higher rate of employment than graduates from male traditional programs.

TABLE VII
ADULT LEVEL

## PART A: PERCENTAGE OF COMPLETORS BY SEX EMPLOYED

### IN MALE TRADITIONAL PROGRAMS:

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | p>.05 | no | 91 | 79 |
| 1979-80 | p>.37 | no | 96 | 97 |
| 1980-81 | p>.12 | no | 95 | 88 |

### IN FEMALE TRADITIONAL PROGRAMS:

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .2298 | no | 100 | 93 |
| 1979-80 | p>.26 | no | 92 | 94 |
| 1980-81 | p>.25 | no | 94 | 96 |

## PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS EMPLOYED

### OF FEMALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | p>.01 | yes | 79 | 93 |
| 1979-80 | p>.28 | no | 97 | 94 |
| 1980-81 | p>.07 | no | 88 | 96 |

### OF MALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .1386 | no | 91 | 100 |
| 1979-80 | p>.21 | no | 96 | 92 |
| 1980-81 | p>.29 | no | 95 | 94 |

### OF MALE AND FEMALE COMPLETORS:

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0414 | yes | 89 | 94 |
| 1979-80 | .1994 | no | 96 | 94 |
| 1980-81 | .3520 | no | 94 | 96 |

*At the .05 level.

## Adult-Level Percentage of Completors by Sex Participating in the Labor Force

As noted in Table VIII, fiscal years 1978-79 and 1979-80 showed significant differences between the labor force participation rates between males and females that graduated from male traditional programs. Males participated in the labor force during those two years at a higher rate. However, during the third year, there was no significant difference between males and females participating in the labor force from male traditional programs. Furthermore, there were no significant differences found between male and female rates of labor force participation who had graduated from female traditional programs for any of the three years.

Males who participated in the labor force from male traditional programs for fiscal years 1978-79 and 1980-81, did not have a greater or lesser significant difference rate as compared to males who participated in the labor force from female traditional programs. One year in particular, fiscal year 1979-80, females participated in the labor force at a significantly higher rate from female traditional programs than they did from male traditional programs. During this same year, male completors participated in the labor force at a significantly higher rate from female traditional programs than they did from male traditional programs.

In comparing the labor force participation rate of male and female graduates from the first through third year, there are significant differences between male traditional programs and female traditional programs. Graduates from male traditional programs participated in the labor force at a higher rate than graduates of female traditional programs.

TABLE VIII
ADULT LEVEL
**PART A: PERCENTAGE OF COMPLETORS BY SEX PARTICIPATING IN THE LABOR FORCE**

**IN MALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | .0001 | yes | 96 | 85 |
| 1979-80 | .0002 | yes | 97 | 79 |
| 1980-81 | p>.07 | no | 97 | 89 |

**IN FEMALE TRADITIONAL PROGRAMS:**

| Years | Probability | Significant Difference* | % of Males Completing | % of Females Completing |
|---|---|---|---|---|
| 1978-79 | p>.22 | no | 92 | 87 |
| 1979-80 | .1044 | no | 100 | 91 |
| 1980-81 | p>.17 | no | 94 | 89 |

**PART B: PERCENTAGE OF COMPLETORS BY PROGRAMS PARTICIPATING IN THE LABOR FORCE**

**OF FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | p>.18 | no | 85 | 87 |
| 1979-80 | .0261 | yes | 79 | 91 |
| 1980-81 | p>.24 | no | 89 | 89 |

**OF MALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | p>.21 | no | 96 | 92 |
| 1979-80 | .0015 | yes | 97 | 100 |
| 1980-81 | p>.23 | no | 97 | 94 |

**OF MALE AND FEMALE COMPLETORS:**

| Years | Probability | Significant Difference* | % in Male Traditional Programs | % in Female Traditional Programs |
|---|---|---|---|---|
| 1978-79 | .0033 | yes | 94 | 87 |
| 1979-80 | .0391 | yes | 95 | 91 |
| 1980-81 | .0015 | yes | 96 | 89 |

*At the .05 level.

## V. EMPLOYERS' RATINGS

Employers rated students who were employed in occupations related to their training. Ratings were given for technical knowledge, work attitude, quality of work, and an overall rating of the employee. Four hypotheses were tested on each type of rating for each year studied:

1. There will be no significant difference in employers' ratings between female students in nontraditional programs and their male classmates in the same programs.

2. There will be no significant difference in employers' ratings between male students in nontraditional programs and their female classmates in the same programs.

3. There will be no significant difference in employers' ratings between female students in nontraditional programs and female students in traditional programs.

4. There will be no significant difference in employers' ratings between male students in nontraditional programs and male students in traditional programs.

### Technical Knowledge Ratings at The Secondary Level

In Table IX at the secondary level, only one significant relationship was found from the chi-square analyses of all three years. From the 1979-80 year, males in nontraditional programs were found to be rated significantly higher than males in traditional programs. As there was no significance among those groups during the first and last year studied, our findings indicate that there were no significant differences with regard to the four hypotheses.

TABLE IX
SECONDARY LEVEL
**PART A: EMPLOYERS' RATING OF TECHNICAL KNOWLEDGE BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .9659 | no | .2597 | no |
| 1979-80 | .0598 | no | .7101 | no |
| 1980-81 | .1101 | no | .2009 | no |

**PART B: EMPLOYERS' RATING OF TECHNICAL KNOWLEDGE OF COMPLETORS**

| Years | BETWEEN TRADITIONAL AND: NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .4770 | no | .6343 | no |
| 1979-80 | .3795 | no | .0284 | yes |
| 1980-81 | .9053 | no | .0557 | no |

TABLE X
SECONDARY LEVEL
**PART A: EMPLOYERS' RATING OF WORK ATTITUDE BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .0207 | yes | .3721 | no |
| 1979-80 | .0299 | yes | .7504 | no |
| 1980-81 | .0320 | yes | .8945 | no |

**PART B: EMPLOYERS' RATING OF WORK ATTITUDE BY PROGRAMS**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .0012 | yes | .6642 | no |
| 1979-80 | .4515 | no | .0311 | yes |
| 1980-81 | .1725 | no | .0578 | no |

*Significant to the .05 level.

## Work Attitude Ratings at The Secondary Level

As can be seen in Table X, there were significant differences found for all three years between male students and female students from male traditional programs, however the results were mixed. In the first year, the males were rated more often than expected on the extremes of the continuum while females were rated more often than expected in the middle. Results of the second year were reversed, i.e., females were more often rated at the extremes while males were more often than expected rated in the middle. Results of the third year show that females were more likely rated higher than expected while males were rated lower. Because of the confusing results, Hypothesis One is not affirmed. Hypothesis Two is not affirmed as there were no significant differences in any year between females in traditional programs and males in nontraditional programs. With respect to Hypothesis Three, there was a significant difference between males in traditional programs and males in nontraditional programs only in the first year, therefore, the hypothesis is not affirmed.

The fourth hypothesis was found to be false for the second year, when it was found that male nontraditional students perform significantly higher than expected in employers' rating than male traditional students. Still there were no significant differences in employers' ratings between male students in nontraditional programs for the first and last year.

## Work Quality Ratings at The Secondary Level

There were only two years where there were any significant differences found in employers' rating of students work quality at the secondary level.

Referring to Table XI in the last year, there was a significant difference in employers' ratings between female students in nontraditional programs and their male classmates in the same programs. Female nontraditional students received higher than expected employers' ratings than male traditional classmates.

The second significant difference was found in FY 1979-80. Male nontraditional students were rated more often than expected in the middle category when compared to male traditional students in male dominated classes.

Looking at the whole table, one can reach a major conclusion. The four hypotheses can be virtually rejected since there were insufficient numbers of significant differences found among the different groups.

Overall Ratings at the Secondary Level

Like the employers' work quality ratings, Table XII shows only two years where there were any significant differences found in employers' overall ratings of students. Furthermore the two groups with the significant differences for the overall ratings were found in the work quality rating table for the same years. In FY 1980-81, there was a significant difference in employers' ratings between female students in nontraditional programs and their male classmates in the same programs. Female nontraditional students received higher than expected employers' ratings than their male traditional classmates.

The only difference found between Table XI and XII is in FY 1979-80. Males in female traditional programs received higher employers' overall ratings than expected.

TABLE XI
SECONDARY LEVEL
**PART A: EMPLOYERS' RATING OF WORK QUALITY BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .2849 | no | .3702 | no |
| 1979-80 | .1763 | no | .2145 | no |
| 1980-81 | .0005 | yes | .9581 | no |

**PART B: EMPLOYERS' RATING OF WORK QUALITY BY PROGRAMS**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .4343 | no | .5976 | no |
| 1979-80 | .9694 | no | .0030 | yes |
| 1980-81 | .0714 | no | .0971 | no |

TABLE XII
SECONDARY LEVEL
**PART A: EMPLOYERS' OVERALL RATINGS BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .5895 | no | .1808 | no |
| 1979-80 | .2497 | no | .1671 | no |
| 1980-81 | .0118 | yes | .7309 | no |

**PART B: EMPLOYERS' OVERALL RATING BY PROGRAM**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .3483 | no | .6984 | no |
| 1979-80 | .9523 | no | .0007 | yes |
| 1980-81 | .3687 | no | .3413 | no |

*Significant to the .05 level.

## Technical Knowledge at the Adult Level

Referring to Table XIII one can find no significant differences for all three years in employers' ratings between female students in nontraditional programs and their male classmates in the same programs. Thus Hypothesis One is rejected at the adult level.

In the first and third years there were observed significant differences in employers' ratings between male students in nontraditional programs and their female classmates in the same programs. During FY 1978-79 and FY 1979-80 male nontraditional students received higher than expected ratings in the very good category. Yet in FY 1980-81 male nontraditional students received a higher than expected number of ratings in the very poor to neutral categories from employers. Therefore there was not a clear trend observed.

In the last two years there were significant differences in employers' ratings between the nontraditional female and female students in traditional programs. For both years female nontraditional students received lower than expected employers' ratings.

The only significant difference found between nontraditional and traditional male students was in the first year. Male nontraditional students received a higher employers' rating than expected for the first year when they were compared to male traditional males.

## Work Attitude at the Adult Level

At the adult level, only one significant relationship was found from the chi-square analyses for all three years. Observation of Table XIV shows that during FY 1980-81 males in nontraditional programs were found to be rated significantly higher than males in traditional programs.

TABLE XIII
ADULT LEVEL
**PART A: EMPLOYERS' RATING OF TECHNICAL KNOWLEDGE BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .3282 | no | .3755 | no |
| 1979-80 | .5646 | no | .0043 | yes |
| 1980-81 | .2254 | no | .0008 | yes |

**PART B: EMPLOYERS' RATING OF TECHNICAL KNOWLEDGE OF COMPLETORS**

| Years | BETWEEN TRADITIONAL AND: NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .9093 | no | .0162 | yes |
| 1979-80 | .0000 | yes | .0000 | yes |
| 1980-81 | .0000 | yes | .0838 | no |

TABLE XIV
ADULT LEVEL
**PART A: EMPLOYERS' RATING OF WORK ATTITUDE BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .1687 | no | .8233 | no |
| 1979-80 | .3824 | no | .4047 | no |
| 1980-81 | .5473 | no | .0008 | yes |

**PART B: EMPLOYERS' RATING OF WORK ATTITUDE BY PROGRAMS**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .5574 | no | .1687 | no |
| 1979-80 | .0520 | no | .0782 | no |
| 1980-81 | .3316 | no | .6041 | no |

*Significant to the .05 level.

Since there was one significant difference found for all three years in only one of the hypotheses tested, the findings indicate that there were no significant differences in regard to the four hypotheses.

## Work Quality at the Adult Level

As seen in Table XV, there were no significant differences in employers' ratings between female and male students in nontraditional programs for all three years. Thus, Hypothesis One was accepted.

Hypothesis Two was neither accepted nor rejected because of the major differences found in each year. There was no significant difference found in the first year of the study. In the second year, nontraditional males received higher than expected employers' ratings. Yet, in the third year they received lower than expected employers' ratings.

Female nontraditional students received significantly higher numbers of responses in the very poor to neutral categories than expected for the last two years. Hypothesis Three was thus rejected.

The first year was the only year when there was a significant difference in employers' ratings between male students in nontraditional programs and male students in traditional programs. Therefore Hypothesis Four can be accepted at the adult level.

## Overall Ratings at the Adult Level

Table XVI displayed no significant relationships between sex in female or male traditional programs for all three years. Both Hypotheses One and Two were accepted.

TABLE XV
ADULT LEVEL
**PART A: EMPLOYERS' RATING OF WORK QUALITY BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .2139 | no | .2034 | no |
| 1979-80 | .5275 | no | .0026 | yes |
| 1980-81 | .5368 | no | .0002 | yes |

**PART B: EMPLOYERS' RATING OF WORK QUALITY BY PROGRAMS**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .1553 | no | .0015 | yes |
| 1979-80 | .0000 | yes | .1397 | no |
| 1980-81 | .0027 | yes | .6766 | no |

TABLE XVI
ADULT LEVEL
**PART A: EMPLOYERS' OVERALL RATINGS BY SEX**

| Years | IN MALE TRADITIONAL PROGRAMS: Probability | Significant Difference | IN FEMALE TRADITIONAL PROGRAMS: Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .1106 | no | .6818 | no |
| 1979-80 | .8490 | no | .0520 | no |
| 1980-81 | .3207 | no | .2371 | no |

**PART B: EMPLOYERS' OVERALL RATING BY PROGRAM**

| Years | BETWEEN TRADITIONAL AND NONTRADITIONAL FEMALES: Probability | Significant Difference | BETWEEN TRADITIONAL AND NONTRADITIONAL MALES Probability | Significant Difference |
|---|---|---|---|---|
| 1978-79 | .2441 | no | .0096 | yes |
| 1979-80 | .0000 | yes | .0151 | yes |
| 1980-81 | .0001 | yes | .5620 | no |

*Significant to the .05 level.

In comparing nontraditional students in traditional programs there were significant relationships found. For the last two years of the study, female nontraditional students received lower than expected employers' ratings than female traditional students, thus rejecting Hypothesis Three. Whereas for the first two years male nontraditional students received higher than expected employers' ratings, causing Hypothesis Four to be rejected.

## VI. ANALYSIS OF VARIANCE AND SCHEFFE TEST FOR PAIRED COMPARISON AMONG GROUPS ON WAGES

Wages between four different groups of completors were calculated for significant differences for each year using the analysis of variance test and Scheffe's test for paired comparisons. Four hypotheses were tested on each group for each year studied:

1. There will be no significant difference in wages between male traditional and female nontraditional completors.
2. There will be no significant difference in wages between female traditional and male nontraditional completors.
3. There will be no significant difference in wages between male traditional and male nontraditional completors.
4. There will be no significant difference in wages between female traditional and female nontraditional completors.

### Secondary Wage Comparisons

According to Table XVII there were two hypotheses accepted for all three years of the study at the secondary level. Hypothesis Two was accepted, since there were no significant differences found in wages between male nontraditional completors and female traditional completors for any of the years studied.

Also Hypothesis Four was accepted, because in two of the three years studied, female completors did not make significantly higher wages whether they graduated from traditional programs or nontraditional programs.

TABLE XVII

**ANALYSIS OF VARIANCE AND SCHEFFE TEST FOR PAIRED COMPARISON AMONG SECONDARY GROUPS ON WAGES**

| Years | df | F | Probability | Pairs | Means | Significant |
|---|---|---|---|---|---|---|
| 1978-79 | 3,2608 | 205.138 | .0000 | Male Traditional | $5.33 | |
| | | | | Female Nontraditional | $4.47 | yes |
| | | | | Female Traditional | $3.70 | |
| | | | | Male Nontraditional | $4.11 | no |
| | | | | Male Traditional | $5.35 | |
| | | | | Male Nontraditional | $4.11 | yes |
| | | | | Female Traditional | $3.70 | |
| | | | | Female Nontraditional | $4.47 | yes |

| Years | df | F | Probability | Pairs | Means | Significant |
|---|---|---|---|---|---|---|
| 1979-80 | 3,2624 | 144.450 | .0000 | Male Traditional | $5.90 | |
| | | | | Female Nontraditional | $4.16 | yes |
| | | | | Female Traditional | $4.10 | |
| | | | | Male Nontraditional | $4.49 | no |
| | | | | Male Traditional | $5.90 | |
| | | | | Male Nontraditional | $4.49 | yes |
| | | | | Female Traditional | $4.10 | |
| | | | | Female Nontraditional | $4.16 | no |

| Years | df | F | Probability | Pairs | Means | Significant |
|---|---|---|---|---|---|---|
| 1980-81 | 3,2682 | 156.942 | .0000 | Male Traditional | $6.40 | |
| | | | | Female Nontraditional | $5.24 | yes |
| | | | | Female Traditional | $4.43 | |
| | | | | Male Nontraditional | $4.60 | no |
| | | | | Male Traditional | $6.40 | |
| | | | | Male Nontraditional | $4.60 | yes |
| | | | | Female Traditional | $4.43 | |
| | | | | Female Nontraditional | $5.24 | no |

The first year was the exception in that female nontraditional students earned significantly higher wages than female traditional completors.

Hypotheses One and Three were rejected for all three years of the study. Male traditional completors earned significantly higher wages than male nontraditional completors and female nontraditional completors.

## Adult Wage Comparisons

Table XVIII exhibits some different findings in the adult level of the three years studied than can be observed in the secondary level table. For example, in the two out of the three years studied there were no significant differences found between wages earned by male traditional completors and wages earned by female nontraditional completors. The only exception was found in the first year when male traditional completors earned significantly higher wages. Therefore, Hypothesis One was accepted.

Unlike the secondary level, Hypothesis Three was rejected at the adult level. For all three years, female nontraditional completors earned significantly higher wages than the female traditional completors.

The adult level findings did show some similarities to the secondary level. Hypothesis Two was accepted for all three years at the adult level. Furthermore, Hypothesis Four was rejected in the adult level just as it was in the secondary level.

TABLE XVIII

**ANALYSIS OF VARIANCE AND SCHEFFE TEST FOR PAIRED COMPARISON AMONG ADULT GROUPS ON WAGES**

| Years | df | F | Probability | Pairs | Means | Significant |
|---|---|---|---|---|---|---|
| 1978-79 | 3,741 | 119.729 | .0000 | Male Traditional | $6.66 | |
| | | | | Female Nontraditional | $5.74 | yes |
| | | | | Female Traditional | $4.39 | |
| | | | | Male Nontraditional | $4.89 | no |
| | | | | Male Traditional | $6.66 | |
| | | | | Male Nontraditional | $4.89 | yes |
| | | | | Female Traditional | $4.38 | |
| | | | | Female Nontraditional | $5.74 | yes |
| Years | df | F | Probability | Pairs | Means | Significant |
| 1979-80 | 3,790 | 126.114 | .0000 | Male Traditional | $7.00 | |
| | | | | Female Nontraditional | $7.10 | no |
| | | | | Female Traditional | $4.73 | |
| | | | | Male Nontraditional | $5.15 | no |
| | | | | Male Traditional | $7.00 | |
| | | | | Male Nontraditional | $5.15 | yes |
| | | | | Female Traditional | $4.73 | |
| | | | | Female Nontraditional | $7.10 | yes |
| Years | df | F | Probability | Pairs | Means | Significant |
| 1980-81 | 3,890 | 64.791 | .0000 | Male Traditional | $7.43 | |
| | | | | Female Nontraditional | $7.27 | no |
| | | | | Female Traditional | $5.41 | |
| | | | | Male Nontraditional | $5.67 | no |
| | | | | Male Traditional | $7.43 | |
| | | | | Male Nontraditional | $5.67 | yes |
| | | | | Female Traditional | $5.41 | |
| | | | | Female Nontraditional | $7.27 | yes |

## VII. SUMMARY

For each of the three years included in this study, data for secondary and adult students was analyzed separately. The decision to separate the two types of students was based on their divergency in maturity. Therefore, the summary includes four group comparisons for the three areas studied. The group comparisons consist of student completion status and follow-up, employers' ratings, and wages. Within each group discussed in the following comparisons the adult students' summarization will follow the secondary students in order to more easily site differences and likenesses between the two types of students. The four comparison groups consist of male traditional/female nontraditional; female traditional/male nontraditional; female traditional/female nontraditional; and male traditional/male nontraditional; and female traditional program/male traditional programs. Only the significant differences in the summary and those relationships which were questionable when observed over the three years studied will be discussed. A questionable relationship exists when there were inconsistent results among the three years studied and therefore no decision could be made regarding hypotheses. It should be noted that nontraditional males and traditional females are from the same programs, just as nontraditional females and traditional males are from the same programs.

### Comparisons Between Male Traditional Students And Female Nontraditional Students

Female nontraditional completors tend to continue their education at a

significantly higher rate than male traditional completors as seen in Table XVIII. Yet male traditional students have higher rates of employment and labor force participation rates than female nontraditional students.

Employers' Rating at the Secondary Level

There was a significant difference between male traditional completors and female nontraditional completors for all three years of the study. Referring to Appendix C, female nontraditional completors tended to have a higher number of employers' responses from the good category the first year. In the second year, they received higher than expected ratings in the very good category. In the last year, they received the highest ratings of all the three years.

Even though the first two years did not show a significant relationship between male traditional completors and female nontraditional completors, the last year's work quality ratings did show a significant relationship. In fact, Table XI shows the probability values decreasing for each year in favor of female nontraditional completors having higher work quality ratings than statistically expected.

Another question mark can be observed in Table XVIII concerning the relationship between male traditional completors and female nontraditional completors overall employers' rating. Appendix C exhibits female nontraditional completors receiving a higher than statistically expected overall rating for the last year. By observing the overall ratings' probability levels in Table XII, it should be evident that there was a clear decrease in probability every year to the point that the last years' probability level was significant.

Wages at the Secondary Level

As noted in Table XVIII, female nontraditional completors received significantly less wages than their male counterparts for all three years.

Completion Status and Student Follow-Up
At the Adult Level

The only significant relationship found in Table XVIII between male traditional completors and female nontraditional completors for all three years was in the adult's labor force participation. In the first two years studied male traditional completors tend to participate in the labor force at a higher rate than female nontraditional completors. However in the last year of the study no significant difference could be found as can be seen in Table VIII.

Comparisons Between Female Traditional Students
And Male Nontraditional Students

Completion Status and Student Follow-Up
At the Secondary Level

For female traditional programs, male completors continue their education at a higher rate than the females and males participate in the labor force at a higher rate than females as seen in Tables IV. These were the only significant differences found between female traditional and male nontraditional completors in this three year study.

Completion Status and Student Follow-Up
At the Adult Level

Like secondary male nontraditional completors, adult male completors of female traditional programs continue their education at a higher rate than the females from traditional programs (see Table VI).

Employers' Rating At the Adult Level

Employers tended to rate male nontraditional completors' technical knowledge much lower than statistically expected in the last year according to Appendix C. One year previously, the male nontraditional completors received higher than expected employers' technical knowledge ratings. In the second and last year, there were significant relationships found between male nontraditional completors and female traditional completors, but no significant difference was found in the first year studied. Thus for all three years studied, no clear trend was observed in Table XIII concerning adult completors' technical knowledge ratings.

When comparing the work attitude ratings of adult completors for all three years, one can notice a questionable relationship in Table XVIII. The first two years studied, there were no significant relationships found between the nontraditional male completors and the female traditional completors. However, when comparing the probability levels in Table XIV, it was noticed that probability level decreased yearly to the establishment of the last year's significant relationship. Male completors of female traditional programs received significantly higher than expected employers' work attitude ratings. Even though there was no significant relationship found for the second year, one can observe a higher than expected rating in favor of the male completor. Thus

a trend can be observed where male nontraditional students received approximately the same as expected employers' work attitude ratings to higher than expected employers' work attitude ratings.

There was a questionable relationship between adult female traditional and male nontraditional completors in regard to their employers' work quality ratings. In the first year observed in Table XV, there was no significant difference found. Yet in the second year, male nontraditional completors had a higher than expected employers' work quality response. However, in the last year, male nontraditional completors received lower than expected employers' work quality response. Thus even though two of the three years were significant, there was no trend towards common findings.

## Comparisons Between Female Traditional Students And Female Nontraditional Students

### Completion Status and Student Follow-Up At the Secondary Level

In Table XVIII, there can be seen a questionable relationship pertaining to secondary female students completion rates. Even though in the first two years observed in Table I, females completed female traditional programs at a significantly higher rate than they completed male traditional programs, the probability level increased until in the last year studied there was no significant difference. At this point, one can see a trend toward the nontraditional secondary female students having higher completion rates.

Female completors of male traditional programs continue their education at a higher rate than female traditional completors. Yet female traditional completors have a higher rate of employment and labor force participation than

female nontraditional completors.

Completion Status and Student Follow-Up
At the Adult Level

Adult female students, like secondary female students, completed female traditional programs at a higher rate than the nontraditional female students completed male traditional programs.

Employers' Ratings at the Adult Level

The work quality ratings and overall ratings of adult female nontraditional completors were compared to adult female traditional completors ratings. Female nontraditional completors received higher than expected employers' responses in the poor categories for the last two years. The first year for both showed no significant relationships.

Wages at the Adult Level

Female nontraditional completors earn significantly higher wages than female traditional completors for all three years studied.

Comparison Between Male Traditional and Nontraditional
Students and Between Students in Female
And Male Oriented Programs

Completion Status and Student Follow-Up
At the Secondary Level

Male nontraditional students complete female traditional programs at a higher rate than the male traditional students complete male traditional

programs. In fact, both male and female secondary students complete female traditional programs at a significantly higher rate than they complete male traditional programs. However, it should be remembered that in Table I the female student probability level had been rising yearly to the point that no significant difference could be found between traditional programs and nontraditional programs in the last year of the study.

Male nontraditional completors continue their education at a higher rate than male traditional completors. Yet there is a questionable relationship when both male and female completors are analyzed from male traditional and female traditional programs. In the first two years studied, no significant relationship was found. But in the last year, there was a significant difference observed. When one compared all three years of the study in Table I, the probability value steadily drops each year. The trend from no significant relationship between both male and female completors from female traditional programs and both male and female completors from male traditional programs to a significant relationship was in the direction of female traditional programs. In the last year both males and females completed female traditional programs at a higher rate than they completed male traditional programs.

There were significant relationships found between the continuing education rates of male traditional completors and male nontraditional completors. As seen in Table VI, male completors continue their education at a higher rate from female traditional programs than they do from male traditional programs. There were no significant relationships found between male traditional programs and female traditional programs when male and female completors were combined as one population.

Like male students' completion rates, there were no significant

relationships found between male completors' labor force participation rates from male traditional programs and male completors' labor force participation rates from female traditional programs. Both males and females participated in the labor force at a significantly higher rate from male traditional programs for all three years studied (see Table VIII).

Employers' Ratings at the Adult Level

Even though male nontraditional completors received higher than expected employers' overall ratings for the first two years, there was no significant difference found for the last year. In fact, each year there was a steady increase in the probability levels. Thus a trend can be noted in Table XV from a significant difference towards no significant difference between male nontraditional completors and male traditional completors in regard to employers' overall ratings (see Table XVI).

Wages at the Adult Level

For all three years studied, the adult male traditional completors earned significantly higher wages than male nontraditional completors.

TABLE XIX
SUMMARY OF SIGNIFICANT RELATIONSHIPS

**PART A: FINDINGS OF THE COMPLETION STATUS REPORT AND STUDENT FOLLOW-UP**

| | MT/FNT | FT/MNT | FT/FNT | MT/MNT | FT Prog./ MT Prog. |
|---|---|---|---|---|---|
| COMPLETORS | | | | | |
| Secondary | no | no | ?* | yes | yes |
| Adult | no | no | yes | no | yes |
| CONTINUING EDUCATION | | | | | |
| Secondary | yes | yes | yes | yes | ? |
| Adult | no | yes | no | yes | no |
| SEX EMPLOYED | | | | | |
| Secondary | yes | no | yes | no | ? |
| Adult | no | no | no | no | no |
| LABOR FORCE PARTICIPATION | | | | | |
| Secondary | yes | yes | yes | yes | yes |
| Adult | yes | no | no | no | yes |

**PART B: EMPLOYERS' RATING**

| | Males/Females of MT Programs | Males/Females of FT Programs | FT/FNT | MT/MNT |
|---|---|---|---|---|
| TECHNICAL KNOWLEDGE | | | | |
| Secondary | no | no | no | no |
| Adult | no | ? | no | no |
| WORK ATTITUDE | | | | |
| Secondary | yes | no | no | no |
| Adult | no | ? | no | no |
| WORK QUALITY | | | | |
| Secondary | ? | no | no | no |
| Adult | no | ? | yes | no |
| OVERALL | | | | |
| Secondary | ? | no | no | no |
| Adult | no | no | yes | ? |

**PART C: WAGES**

| | MT/FNT | FT/MNT | FT/FNT | MT/MNT |
|---|---|---|---|---|
| WAGES | | | | |
| Secondary | yes | no | no | yes |
| Adult | no | no | yes | yes |

*Questionable Relationships

## VIII. CONCLUSIONS

It appears that there were not enough significant differences between traditional students' and nontraditional students' outcomes to indicate that one group was more successful than the other. This chapter is organized in four sections for the comparisons among two groups of students at each educational level (secondary and adult). The first will be concerned with the completion status report and follow-up. Employers' ratings will be the topic of the second section followed by wages in the third section. The last section will consist of recommendations based on the conclusions of this research. The two groups of students compared are 1) female nontraditional students versus the female traditional students and versus the male traditional students; and 2) male nontraditional students versus the female traditional students and versus the male traditional students.

### Secondary Female Nontraditional Students Versus Secondary Male Traditional Students, and Versus Female Traditional Students

#### Completion Status and Follow-Up Conclusions

The conclusions drawn from this study are:

1. That female nontraditional students, female traditional, and male traditional students complete vocational programs at about the same rate.

2. That female nontraditional completors are more likely to continue their education than female traditional completors or male traditional completors.

3. That female nontraditional completors are less likely to be employed than female traditional completors or male traditional completors.

4. That female nontraditional completors are less likely to be in the labor force than female traditional completors or male traditional completors at the secondary level.

Employers' Ratings

The conclusions drawn from this study are:

1. That female nontraditional employees, female traditional employees, and male traditional employees have about the same technical knowledge relating to their jobs according to their employees.

2. That female nontraditional employees, female traditional employees, and male traditional employees have about the same work attitude according to their employers.

3. That employers rate female nontraditional employees, female traditional employees, and male traditional employees about the same on work quality.

4. That female nontraditional employees will more likely rate higher overall with employers than will male traditional employees. Female nontraditional and female traditional employees will be rated about the same by employers.

Wages

The conclusions drawn from this study are:

1. That female nontraditional completors make lower wages than do male traditional completors.

2. That female nontraditional completors and female traditional completors earn approximately the same wages.

Recommendations

1. It is highly probable that secondary female nontraditional completors low rate of employment and labor force participation is due to their high rate of continuing education. Therefore educators, counselors, parents, and the business community should be made aware that vocational and technical education is not always the last step of career training. In turn they should support and encourage interested students who want further advanced training.

2. Since employers felt that secondary female nontraditional completors did as good in their related occupations as female traditional completors and male nontraditional completors, counselors, educators, and parents should make potential female nontraditional students aware of this result as an important factor in their career decision. Other employers should also be encouraged to hire qualified nontraditional female completors.

3. Since female nontraditional completors did not earn wages equal to those of male traditional completors, businesses and industries should be carefully monitored for the enforcement of laws and regulations which prohibit discrimination in employment based on sex, race, color, religion, national origin, age, or handicap.

Adult Female Nontraditional Students Versus
Adult Male Traditional Students, and
Versus Female Traditional Students

Completion Status and Follow-Up Conclusions

The conclusions drawn from this study are:

1. That adult female nontraditional students and male traditional students complete their vocational training programs at about the same rate. Yet female nontraditional students complete vocational programs less frequently than female traditional students.

2. That there are little differences in the frequency female nontraditional completors, female nontraditional completors, and male completors continue their education.

3. That there are little differences in the frequency female nontraditional completors, female nontraditional completors, and male completors are employed.

4. That female nontraditional completors participate in the labor force less frequently than male traditional completors, but more frequently than female traditional completors.

Employers' Rating

The conclusions drawn from this study are:

1. That female nontraditional completors, female traditional completors, and male traditional completors have about the same technical knowledge relating to their jobs according to their employers.

2. That female nontraditional completors, female traditional completors, and male traditional completors have about the same work attitude according to their employers.

3. That female nontraditional and male nontraditional employees will be rated about the same by employers in respect to work quality. Female nontraditional employees will more likely rate lower than female traditional employees.

4. That female nontraditional and male nontraditional employees will be rated overall about the same. Female nontraditional employees will more likely rate lower overall than female traditional employees.

Wages

The conclusions drawn from this study are:

1. That female nontraditional completors and male traditional completors earn approximately the same wages.

2. That female nontraditional completors earn higher wages than do female traditional completors.

Recommendations

1. Even though female traditional students complete their programs at a higher rate than female nontraditional students, the female nontraditional students still have about the same

completion rate as the male traditional students. Thus potential nontraditional students should be made aware of this fact in their career planning process by educators, counselors, and parents.

2. Even though female traditional employees receive higher work quality and overall ratings than female nontraditional employees, the female nontraditional employees still have about the same work quality and overall ratings as the male traditional employees from the same vocational programs. Thus since the female nontraditional completors received about the same ratings as their male counterparts, educators, counselors, and parents should make potential female nontraditional students aware of this fact in their career planning process.

3. Evidently adult female nontraditional completors' earnings are sufficiently higher than female traditional completors' to warrant adult students to enter nontraditional programs. Thus adult female students who are seeking training for employment that pays higher wages than females traditionally earn should be encouraged to enter nontraditional training by counselors, educators, businesses, and industries.

Secondary Male Nontraditional Students Versus
Secondary Male Traditional Students, and
Versus Female Traditional Students

Completion Status and
Follow-Up Conclusions

The conclusions drawn from this study are:

1. That male nontraditional students and male traditional students complete their training at about the same rate. Male nontraditional students are more likely to complete their training than are female traditional students.

2. That male nontraditional students and male traditional students are continuing their education at about the same rate. Male nontraditional students are more likely to continue their training than are female traditional students.

3. That male nontraditional completors, male traditional completors, and female traditional completors are employed at about the same rate.

4. That male nontraditional completors participate in the labor force at a higher rate than female traditional completors. Yet they participate in the labor force at a lower rate than male traditional completors.

Employers' Ratings

The conclusions drawn from this study are:

1. That male nontraditional employees, male traditional employees, and female traditional employees have about the same technical knowledge relating to their jobs according to their employers.

2. That male nontraditional employees, male traditional employees, and female traditional employees have about the same work attitudes relating to their jobs according to their employers.

3. That male nontraditional employees, male traditional employees, and female traditional employees have about the same work quality relating to their jobs according to their employers.

4. That male nontraditional employees, male traditional employees, and female traditional employees have about the same overall rating according to their employers.

Wages

The conclusions drawn from this study are:

1. That male nontraditional employees earn higher wages than female traditional employees.

2. That male nontraditional employees earn lower wages than male traditional employees.

Recommendations

1. Since the only areas in which male nontraditional completors did not either excel or do as well as male and female traditional completors was labor force participation and wages. (They tend to participate in the labor force at a lower rate and receive lower wages than male traditional completors; educators, counselors, parents, businesses, and

industries should encourage and support them in their chosen occupations.)

2. Since male nontraditional employees earn higher wages than female traditional employees, yet lower wages than male traditional employees, perhaps business and industries should be carefully monitored for the enforcement of laws and regulations which prohibit discrimination in employment based on sex, race, color, religion, national origin, age, or handicap.

## Adult Male Nontraditional Students Versus Adult Male Traditional Students, and Versus Female Traditional Students

### Completion Status and Follow-Up Conclusions

The conclusions drawn from this study are:

1. That male nontraditional students, female traditional students, and male traditional students complete vocational programs at about the same rate.

2. That male nontraditional completors are more likely to continue their education than female traditional completors or male traditional completors.

3. That male nontraditional completors, female traditional completors, and male traditional completors are employed at about the same rate.

4. That male nontraditional completors, female traditional completors, and male traditional completors participate in the labor force at about the same rate.

### Employers' Ratings

The conclusions drawn from this study are:

1. That no clear trend is established for the technical knowledge comparisons between male nontraditional employers and female traditional employees. Male nontraditional employees and male traditional employees exhibit about the same technical knowledge relating to their jobs according to their employers.

2. That employers rate male nontraditional employees, female traditional employees, and male traditional employees about the same on their work attitude.

3. That no clear trend is established for work quality comparisons between male nontraditional employees and female traditional employees. Male nontraditional employees and male traditional employees exhibit about the same work quality relating to their jobs according to their employers.

4. That overall male nontraditional employees were rated higher than male traditional employees, but they were rated overall about the same as female traditional employees by their employers.

Wages

The conclusions drawn from this study are:

1. That male nontraditional employees and female traditional employees will earn about the same wages.

2. That male nontraditional employees and male traditional employees earn about the same wages.

Recommendations

1. Since male nontraditional students complete training, continue their education, find employment, and participate in the labor force at about the same rate or better than male traditional students and female traditional students; educators, counselors, and parents, should make potential male nontraditional students aware of this fact in their career decision process.

2. Since there is evidence that male nontraditional employees obtain about the same employers' ratings as female traditional employees and male traditional employees; counselors, educators, and parents should make potential male nontraditional students aware of this fact in their career planning endeavors.

3. Since male nontraditional employees earn higher wages than female traditional employees, yet lower wages than male traditional employees, perhaps business and industries should be carefully monitored for the enforcement of laws and regulations which prohibit discrimination in employment based on sex, race, color, religion, national origin, age, or handicap.

Other Recommendations

1. Since nontraditional students differ little with traditional students according to this research,educators, counselors, parents, businesses, and industries should support and encourage potential nontraditional students to consider nontraditional vocational training.

2. Additional research should be undertaken to target possible reasons for progression and regression of nontraditional students endeavors concerning training and employment retention.

3. These findings should be presented to state and national legislative and policy-making bodies to support past mandated sex equity activities and encourage future sex equity legislation.

4. This research analysis should be repeated annually to monitor the progression or regression of nontraditional students endeavors concerning training and employment.

Even though a three year study does not permit as conclusive descriptive findings as a five year or a ten year study, the information found within this study will be of great benefit to future sex equity vocational and technical education planning. Never has it been the State Department of Vocational and Technical Education's equity division policy to recruit students in nontraditional vocational programs. The basic mandate of sex equity legislation is the removal of biases and barriers in order that individuals will be free to make their career choice based on their individual career interests and abilities--not sex.

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# APPENDIX A

## DEFINITION OF TERMS

## DEFINITION OF TERMS

The following terms and definitions were used throughout this study:

Traditional Program: Any occupational program which was dominated by one sex (75 percent or greater), for two of the three years studied.

Nontraditional Program: Any occupational program in which subjects of the minority sex made up less than 23% of the class, for two of three years studied.

Male Traditional Subject: A male who has enrolled in or completed a male dominated program.

Female Traditional Subject: A female who has enrolled in or completed a female dominated program.

Male Nontraditional Subject: A male who has enrolled in or completed a female dominated program.

Female Nontraditional Subject: A female who has enrolled in or completed a male dominated program.

Secondary Level: Eleventh and twelfth grades.

Adult Level: Post secondary, Full-time (Short-term enrollees excluded).

First Year: FY 1978-79

Second Year: FY 1979-80

Third Year: FY 1980-81

Completors: Students who finish their vocational program.

Completors Continuing Education: Students who finished their vocational programs and are enrolled in further schooling.

Completors Employed: Students who finished their vocational programs and were working at the time of follow-up.

Completors Participating in the Labor Force: Students who finished their vocational programs and are either working or presently unemployed but are actively seeking employment.

Technical Knowledge: A learned skill that was attained by study, practice, or observation.

Work Attitude: A frame of mind affecting one's thoughts or behavior towards an activity pursued as a livelihood.

Work Quality: The degree of excellence in regard to one's activity pursued as a livelihood.

Overall: Including everything in regard to one's job performance.

Employers Rating: The judgement as to the worth or value of vocational students or completors by persons who hired them in the work force.

Wages: Hourly earnings.

APPENDIX B

FISCAL YEARS 1978-79, 1979-80, 1980-81

COMPLETION STATUS REPORTS AND STUDENT FOLLOW-UP DATA

YEAR - 1978-79
LEVEL - SECONDARY
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 5,384 | 388 | 5,772 |
| NONCOMPLETERS | 2,366 | 159 | 2,525 |
| TOTAL | 7,750 | 547 | 8,297 |

$X^2$ = .4486
df = 1
P = .5030

| Sex | Completion Rate |
|---|---|
| Male | 69.47% |
| Female | 70.93% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 158 | 3,019 | 3,177 |
| NONCOMPLETERS | 41 | 749 | 790 |
| TOTAL | 199 | 3,768 | 3,967 |

$X^2$ = .025
df = 1
P = .8740

| Sex | Completion Rate |
|---|---|
| Male | 79.37% |
| Female | 80.12% |

There is no significant difference in the observed completion rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 3,019 | 388 | 3,407 |
| NONCOMPLETERS | 749 | 159 | 908 |
| TOTAL | 3,768 | 547 | 4,315 |

$X^2$ = 23.729
df = 1
P = .0000011

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 70.93% |
| Female Traditional | 80.12% |

There is a significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs. Females have a higher completion rate in female traditional programs than in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 5,384 | 158 | 5,542 |
| NONCOMPLETERS | 2,366 | 41 | 2,407 |
| TOTAL | 7,750 | 199 | 7,949 |

$X^2 = 8.59$
df = 1
P = .003

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 69.47% |
| Female Traditional | 79.37% |

There is a significant difference in the observed completion rate of males enrolled in male traditional and female traditional programs. Males complete female traditional programs at a higher rate than male traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 5,722 | 3,177 | 8,949 |
| NONCOMPLETERS | 2,525 | 790 | 3,315 |
| TOTAL | 8,297 | 3,967 | 12,264 |

$X^2 = 150$
df = 1
P = .00000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 68.96% |
| Female Traditional | 80.09% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 68.96 percent completion rate in male traditional programs and a 80.09 percent completion rate in female traditional programs.

YEAR - 1979-80
LEVEL - SECONDARY
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 5,820 | 370 | 6,190 |
| NONCOMPLETERS | 1,969 | 116 | 2,085 |
| TOTAL | 7,789 | 486 | 8,275 |

$X^2$ = .4112
df = 1
P = .5214

| Sex | Completion Rate |
|---|---|
| Male | 74.72% |
| Female | 76.13% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 175 | 3,013 | 3,188 |
| NONCOMPLETERS | 38 | 638 | 676 |
| TOTAL | 213 | 3,651 | 3,864 |

$X^2$ = .0019
df = 1
P = .9651

| Sex | Completion Rate |
|---|---|
| Male | 82.16% |
| Female | 82.53% |

There is no significant difference in the observed completion rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 3,013 | 370 | 3,383 |
| NONCOMPLETERS | 638 | 116 | 754 |
| TOTAL | 3,651 | 486 | 4,137 |

$X^2$ = 11.3390
df = 1
P = .0008

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 76.13% |
| Female Traditional | 82.53% |

There is a very highly significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs. Females have a higher completion rate in female traditional programs than they have in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 5,820 | 175 | 5,995 |
| NONCOMPLETERS | 1,969 | 38 | 2,007 |
| TOTAL | 7,789 | 213 | 8,002 |

$X^2 = 5.7162$
df = 1
P = .0168

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 74.72% |
| Female Traditional | 82.16% |

There is a significant difference in the observed completion rate of males enrolled in male traditional and female traditional programs. Males complete female traditional programs at a higher rate than they complete male traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 6,190 | 3,188 | 9,378 |
| NONCOMPLETERS | 2,085 | 676 | 2,761 |
| TOTAL | 8,275 | 3,864 | 12,139 |

$X^2 = 88.4758$
df = 1
P = .0000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 74.80% |
| Female Traditional | 82.51% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 74.80 percent completion rate in male traditional programs and a 82.51 percent completion rate in female traditional programs.

YEAR - 1980-81
LEVEL - SECONDARY
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 6,031 | 440 | 6,471 |
| NONCOMPLETERS | 1,934 | 113 | 2,047 |
| TOTAL | 7,965 | 553 | 8,518 |

$X^2 = 3.9843$
df = 1
P = .0459

| Sex | Completion Rate |
|---|---|
| Male | 75.72% |
| Female | 79.57% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 167 | 3,000 | 3,167 |
| NONCOMPLETERS | 29 | 645 | 674 |
| TOTAL | 196 | 3,645 | 3,841 |

$X^2 = .8897$
df = 1
P = .3456

| Sex | Completion Rate |
|---|---|
| Male | 85.20% |
| Female | 82.30% |

There is no significant difference in the observed completion rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 3,000 | 440 | 3,440 |
| NONCOMPLETERS | 645 | 113 | 758 |
| TOTAL | 3,645 | 553 | 4,198 |

$X^2 = 2.2522$
df = 1
P = .1334

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 79.57% |
| Female Traditional | 82.30% |

There is no significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 6,031 | 167 | 6,198 |
| NONCOMPLETERS | 1,934 | 29 | 1,963 |
| TOTAL | 7,965 | 196 | 8,161 |

$X^2 = 8.9093$
df = 1
P = .0028

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 75.72% |
| Female Traditional | 85.20% |

There is a significant difference in the observed completion rate of males enrolled in male traditional and female traditional programs. Males complete female traditional programs at a higher rate than they complete male traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 6,471 | 3,167 | 9,638 |
| NONCOMPLETERS | 2,047 | 674 | 2,721 |
| TOTAL | 8,518 | 3,841 | 12,359 |

$X^2 = 64.4459$
df = 1
P = .0000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 75.97% |
| Female Traditional | 82.45% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 75.97 percent completion rate in male traditional programs and a 82.45 percent completion rate in female traditional programs.

YEAR - 1978-79
LEVEL - SECONDARY
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 1,769 | 189 | 1,958 |
| NOT CONTINUING | 3,615 | 199 | 3,814 |
| TOTAL | 5,384 | 388 | 5,772 |

$X^2$ = 39.8228
df = 1
P = .00000

| Sex | Continuation Rate |
|---|---|
| Male | 32.86% |
| Female | 48.71% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs. Male completors from male traditional programs continued their education at a lower rate than female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 62 | 1,036 | 1,098 |
| NOT CONTINUING | 96 | 1,983 | 2,079 |
| TOTAL | 158 | 3,019 | 3,177 |

$X^2$ = 1.3995
df = 1
P = .2368

| Sex | Continuation Rate |
|---|---|
| Male | 39.24% |
| Female | 34.32% |

There is no significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,036 | 189 | 1,225 |
| NOT CONTINUING | 1,983 | 199 | 2,182 |
| TOTAL | 3,019 | 388 | 3,407 |

$X^2$ = 30.3180
df = 1
P = .00000

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 48.71% |
| Female Traditional | 34.32% |

There is a significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs continued their education at a lower rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,769 | 62 | 1,831 |
| NOT CONTINUING | 3,615 | 96 | 3,711 |
| TOTAL | 5,384 | 158 | 5,542 |

$X^2 = 2.5464$
df = 1
P = .1105

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 32.86% |
| Female Traditional | 39.24% |

There is no significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,958 | 1,098 | 3,056 |
| NOT CONTINUING | 3,814 | 2,079 | 5,893 |
| TOTAL | 5,772 | 3,177 | 8,949 |

$X^2 = .3437$
df = 1
P = .5577

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 33.92% |
| Female Traditional | 52.81% |

There is no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs.

YEAR - 1979-80
LEVEL - SECONDARY
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 1,948 | 168 | 2,116 |
| NOT CONTINUING | 3,872 | 202 | 4,074 |
| TOTAL | 5,820 | 370 | 6,190 |

$X^2 = 21.4967$
df = 1
P = .00000

| Sex | Continuation Rate |
|---|---|
| Male | 33.47% |
| Female | 45.41% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs. Male completors from male traditional programs continued their education at a lower rate than female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 93 | 1,038 | 1,131 |
| NOT CONTINUING | 82 | 1,975 | 2,057 |
| TOTAL | 175 | 3,013 | 3,188 |

$X^2 = 24.4351$
df = 1
P = .00000

| Sex | Continuation Rate |
|---|---|
| Male | 53.14% |
| Female | 34.45% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs. Male completors from female traditional programs continued education at a higher rate than female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,038 | 168 | 1,206 |
| NOT CONTINUING | 1,975 | 202 | 2,177 |
| TOTAL | 3,013 | 370 | 3,383 |

$X^2 = 16.7642$
df = 1
P = .0000

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 45.41% |
| Female Traditional | 34.45% |

There is a significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs continued their education at a lower rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,948 | 93 | 2,041 |
| NOT CONTINUING | 3,872 | 82 | 3,954 |
| TOTAL | 5,820 | 175 | 5,995 |

$X^2 = 28.41$
df = 1
P = .00000

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 33.47% |
| Female Traditional | 53.14% |

There is a significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs continued their education at a lower rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 2,116 | 1,131 | 3,247 |
| NOT CONTINUING | 4,074 | 2,057 | 6,131 |
| TOTAL | 6,190 | 3,188 | 9,378 |

$X^2 = 1.4967$
df = 1
P = .2212

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 34.18% |
| Female Traditional | 35.48% |

There is no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs.

YEAR - 1980-81
LEVEL - SECONDARY
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 1,766 | 211 | 1,977 |
| NOT CONTINUING | 4,265 | 229 | 4,494 |
| TOTAL | 6,031 | 440 | 6,471 |

$X^2 = 66.5102$
df = 1
P = .00000

| Sex | Continuation Rate |
|---|---|
| Male | 29.28% |
| Female | 47.95% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs. Male completors from male traditional programs continued their education at a lower rate than female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 69 | 972 | 1,041 |
| NOT CONTINUING | 98 | 2,028 | 2,126 |
| TOTAL | 167 | 3,000 | 3,167 |

$X^2 = 5.3040$
df = 1
P = .0213

| Sex | Continuation Rate |
|---|---|
| Male | 41.32% |
| Female | 32.40% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs. Male completors from female traditional programs continued education at a higher rate than female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 972 | 211 | 1,183 |
| NOT CONTINUING | 2,028 | 229 | 2,257 |
| TOTAL | 3,000 | 440 | 3,440 |

$X^2 = 40.4598$
df = 1
P = .00000

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 47.95% |
| Female Traditional | 32.40% |

There is a significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs continued their education at a lower rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,766 | 69 | 1,835 |
| NOT CONTINUING | 4,265 | 98 | 4,363 |
| TOTAL | 6,031 | 167 | 6,198 |

$X^2$ = 10.7240
df = 1
P = .0011

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 29.28% |
| Female Traditional | 41.32% |

There is a significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs continued their education at a lower rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 1,977 | 1,041 | 3,018 |
| NOT CONTINUING | 4,494 | 2,126 | 6,620 |
| TOTAL | 6,471 | 3,167 | 9,638 |

$X^2$ = 5.2072
df = 1
P = .0225

| Type of Program | Continuation Rate |
|---|---|
| Male Traditional | 30.55% |
| Female Traditional | 32.87% |

There is a significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs. Completors have a higher educational continuation rate from female traditional programs than completors have from male traditional programs.

YEAR - 1978-79
LEVEL - SECONDARY
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 3,226 | 109 | 3,335 |
| UNEMPLOYED | 226 | 21 | 247 |
| TOTAL | 3,452 | 130 | 3,582 |

$X^2 = 16.5448$
df = 1
P = .00004

| Sex | Employment Rate |
|---|---|
| Male | 93.45% |
| Female | 83.85% |

There is a significant difference in the observed employment rate between male and female completors of male traditional programs. Male completors have a higher employment rate from male traditional programs than female completors have from the same programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 80 | 1,471 | 1,551 |
| UNEMPLOYED | 10 | 146 | 156 |
| TOTAL | 90 | 1,617 | 1,707 |

$X^2 = .2296$
df = 1
P = .6318

| Sex | Employment Rate |
|---|---|
| Male | 88.89% |
| Female | 90.97% |

There is no significant difference in the observed employment rate between male and female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 1,471 | 109 | 1,580 |
| UNEMPLOYED | 146 | 21 | 167 |
| TOTAL | 1,617 | 130 | 1,747 |

$X^2 = 6.2650$
df = 1
P = .0123

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 83.85% |
| Female Traditional | 90.97% |

There is a significant difference between the observed employment rate of females that completed male traditional programs and females that completed female traditional programs. Females experience a higher employment rate when completing female traditional programs than when completing male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 3,226 | 80 | 3,306 |
| UNEMPLOYED | 226 | 10 | 236 |
| TOTAL | 3,452 | 90 | 3,542 |

$X^2 = 2.2501$
df = 1
P = .1336

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 93.45% |
| Female Traditional | 88.89% |

There is no significant difference between the employment rates of males completing male traditional programs and males completing female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 3,335 | 1,551 | 4,886 |
| UNEMPLOYED | 227 | 156 | 403 |
| TOTAL | 3,582 | 1,707 | 5,289 |

$X^2 = 7.9491$
df = 1
P = .0048

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 93.10% |
| Female Traditional | 90.86% |

There is a significant difference found between employment rates of all completors from male traditional and female traditional programs. It was found that all completors have a 93.10 percent employment rate from male traditional programs and a 90.86 percent employment rate from female traditional programs.

YEAR - 1979-80
LEVEL - SECONDARY
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 3,575 | 102 | 3,677 |
| UNEMPLOYED | 193 | 18 | 211 |
| TOTAL | 3,768 | 120 | 3,888 |

$X^2 = 20.2265$
df = 1
P = .00000

| Sex | Employment Rate |
|---|---|
| Male | 94.88% |
| Female | 85.00% |

There is a significant difference in the observed employment rate between male completors and female completors of male traditional programs. Male completors have a higher employment rate when completing male traditional programs than female completors experience when completing male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 72 | 1,519 | 1,591 |
| UNEMPLOYED | 4 | 122 | 126 |
| TOTAL | 76 | 1,641 | 1,717 |

$X^2 = .2349$
df = 1
P = .6279

| Sex | Employment Rate |
|---|---|
| Male | 94.74% |
| Female | 92.57% |

There is no significant difference in the observed employment rate between male completors and female completors from male traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 1,519 | 102 | 1,621 |
| UNEMPLOYED | 122 | 18 | 140 |
| TOTAL | 1,641 | 120 | 1,761 |

$X^2 = 7.428$
df = 1
P = .0054

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 85.00% |
| Female Traditional | 92.57% |

There is a significant difference between the observed employment rate of females that completed male traditional programs and females that completed female traditional programs. Females experience a higher employment rate when completing female traditional programs than when completing male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 3,575 | 72 | 3,637 |
| UNEMPLOYED | 193 | 4 | 197 |
| TOTAL | 3,768 | 76 | 3,844 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 94.88% |
| P .18 | Female Traditional | 94.74% |

There is not a significant difference between the employment rate of male completors in male traditional programs and male completors in female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 3,677 | 1,591 | 5,268 |
| UNEMPLOYED | 211 | 126 | 337 |
| TOTAL | 3,888 | 1,717 | 5,605 |

| | Type of Program | Employment Rate |
|---|---|---|
| $X^2 = 7.3658$ | Male Traditional | 94.57% |
| df = 1 | Female Traditional | 92.66% |
| P = .0066 | | |

There is a significant difference found between employment rates of all completors from male traditional and female traditional programs. It was found that all completors have a 94.57 percent employment rate in male traditional programs and a 92.66 percent employment rate in female traditional programs.

YEAR - 1980-81
LEVEL - SECONDARY
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 3,881 | 128 | 4,009 |
| UNEMPLOYED | 307 | 21 | 328 |
| TOTAL | 4,188 | 149 | 4,337 |

$X^2 = 8.4723$
df = 1
P = .0036

| Sex | Employment Rate |
|---|---|
| Male | 92.67% |
| Female | 85.91% |

There is a significant difference in the observed employment rate between male and female completors of male traditional programs. Male completors have a higher employment rate from male traditional programs than female completors experience from the same programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 87 | 1,580 | 1,667 |
| UNEMPLOYED | 7 | 147 | 154 |
| TOTAL | 94 | 1,727 | 1,821 |

$X^2 = 0.293$
df = 1
P = .8641

| Sex | Employment Rate |
|---|---|
| Male | 92.55% |
| Female | 91.49% |

There is no significant difference in the observed employment rate between male and female completors in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 1,580 | 128 | 1,708 |
| UNEMPLOYED | 147 | 21 | 168 |
| TOTAL | 1,727 | 149 | 1,876 |

$X^2 = 4.5798$
df = 1
P = .0324

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 85.91% |
| Female Traditional | 91.49% |

There is a significant difference between the observed employment rate of females that completed male traditional programs and females that completed female traditional programs. Females have a higher employment rate when completing female traditional programs than when completing male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 3,881 | 87 | 3,968 |
| UNEMPLOYED | 307 | 7 | 314 |
| TOTAL | 4,188 | 94 | 4,282 |

$X^2$ = .0247
df = 1
P = .8750

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 92.67% |
| Female Traditional | 92.55% |

There is no significant difference between the employment rate of male completors of male traditional programs and male completors of female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 4,009 | 1,667 | 5,676 |
| UNEMPLOYED | 328 | 154 | 482 |
| TOTAL | 4,337 | 1,821 | 6,158 |

$X^2$ = 1.2997
df = 1
P = .2543

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 92.44% |
| Female Traditional | 91.54% |

There is no significant difference found between employment rates of all completors of male traditional and female traditional programs.

YEAR - 1978-79
LEVEL - SECONDARY
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,452 | 130 | 3,582 |
| NOT IN LABOR FORCE | 163 | 69 | 232 |
| TOTAL | 3,615 | 199 | 3,814 |

$X^2$ = 295.1550
df = 1
P .00000

| Sex | Participation Rate |
|---|---|
| Male | 95.49% |
| Female | 65.33% |

There is a significant difference in the observed labor force participation rate between males and females from male traditional programs. Males from male traditional programs participate at a higher rate in the labor force than females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 90 | 1,617 | 1,707 |
| NOT IN LABOR FORCE | 6 | 366 | 372 |
| TOTAL | 96 | 1,983 | 2,079 |

$X^2$ = 8.4748
df = 1
P .0036

| Sex | Participation Rate |
|---|---|
| Male | 93.75% |
| Female | 81.54% |

There is a significant difference in the observed labor force participation rate between males and females from female traditional programs. Males from female traditional programs participate at a higher rate in the labor force than females from male traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 1,617 | 130 | 1,747 |
| NOT IN LABOR FORCE | 366 | 69 | 435 |
| TOTAL | 1,983 | 199 | 2,182 |

$X^2$ = 28.7889
df = 1
P = .00000

| Type of Program | Participation Rate |
|---|---|
| Male Traditional | 65.33% |
| Female Traditional | 81.54% |

There is a significant difference in the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs participate in the labor force at a higher rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,452 | 90 | 3,542 |
| NOT IN LABOR FORCE | 163 | 6 | 169 |
| TOTAL | 3,615 | 96 | 3,711 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 95.49% |
| P .13 | Female Traditional | 93.75% |

There is no significant difference in the labor force participation rate between male completors from male traditional programs and male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,582 | 1,707 | 5,289 |
| NOT IN LABOR FORCE | 232 | 372 | 604 |
| TOTAL | 3,814 | 2,079 | 5,893 |

| | Type of Program | Participation Rate |
|---|---|---|
| $X^2$ = 202.7452 | Male Traditional | 93.65% |
| df = 1 | Female Traditional | 82.11% |
| P = .00000 | | |

There is a significant difference in the observed labor force participation rate between all completors from male traditional programs and all completors from female traditional programs. Completors from male traditional programs participate in the labor force at a higher rate than completors from female traditional programs.

YEAR - 1979-80
LEVEL - SECONDARY
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,768 | 120 | 3,888 |
| NOT IN LABOR FORCE | 104 | 82 | 186 |
| TOTAL | 3,872 | 202 | 4,074 |

$X^2 = 624.5177$
df = 1
P = .00000

| Sex | Participation Rate |
|---|---|
| Male | 97.31% |
| Female | 59.41% |

There is a significant difference in the observed labor force participation rate between males and females from male traditional programs. Males from male traditional programs participate at a higher rate in the labor force than females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 76 | 1,641 | 1,717 |
| NOT IN LABOR FORCE | 6 | 334 | 340 |
| TOTAL | 82 | 1,975 | 2,057 |

$X^2 = 4.5805$
df = 1
P = .0323

| Sex | Participation Rate |
|---|---|
| Male | 92.68% |
| Female | 83.09% |

There is a significant difference in the observed labor force participation rate between males and females in female traditional programs. Males from female traditional programs participate at a higher rate in the labor force than females from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 1,641 | 120 | 1,761 |
| NOT IN LABOR FORCE | 334 | 82 | 416 |
| TOTAL | 1,975 | 202 | 2,177 |

$X^2 = 64.9712$
df = 1
P = .00000

| Type of Program | Participation Rate |
|---|---|
| Male Traditional | 59.41% |
| Female Traditional | 83.09% |

There is a significant difference in the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs participate in the labor force at a higher rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,768 | 76 | 3,844 |
| NOT IN LABOR FORCE | 104 | 6 | 110 |
| TOTAL | 3,872 | 82 | 3,954 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 97.31% |
| P = .0255 | Female Traditional | 92.68% |

There is a significant difference in the labor force participation rate between male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs participate in the labor force at a higher rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 3,888 | 1,717 | 5,605 |
| NOT IN LABOR FORCE | 186 | 340 | 526 |
| TOTAL | 4,074 | 2,057 | 6,131 |

| | Type of Program | Participation Rate |
|---|---|---|
| $X^2$ = 247.8984 | Male Traditional | 95.43% |
| df = 1 | Female Traditional | 83.47% |
| P = .00000 | | |

There is a significant difference in the observed labor force participation rate between all completors from male traditional programs and all completors from female traditional programs. Completors from male traditional programs participate in the labor force at a higher rate than completors from female traditional programs.

YEAR 1980-81
LEVEL - SECONDARY
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 4,188 | 149 | 4,337 |
| NOT IN LABOR FORCE | 77 | 80 | 157 |
| TOTAL | 4,265 | 229 | 4,494 |

$X^2$ = 697.6940
df = 1
P = .00000

| Sex | Participation Rate |
|---|---|
| Male | 98.19% |
| Female | 65.07% |

There is a significant difference in the observed labor force participation rate between males and females from male traditional programs. Males from male traditional programs participate at a higher rate in the labor force than females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 94 | 1,727 | 1,821 |
| NOT IN LABOR FORCE | 4 | 301 | 305 |
| TOTAL | 98 | 2,028 | 2,126 |

$X^2$ = 7.9549
df = 1
P = .0048

| Sex | Participation Rate |
|---|---|
| Male | 95.92% |
| Female | 85.16% |

There is a significant difference in the observed labor force participation rate between males and females from female traditional programs. Males from female traditional programs participate at a higher rate in the labor force than females from male traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 1,727 | 149 | 1,876 |
| NOT IN LABOR FORCE | 301 | 80 | 381 |
| TOTAL | 2,028 | 229 | 2,257 |

$X^2$ = 62.9017
df = 1
P = .00000

| Type of Program | Participation Rate |
|---|---|
| Male Traditional | 65.07% |
| Female Traditional | 85.16% |

There is a significant difference between the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs participate in the labor force at a higher rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 4,188 | 94 | 4,282 |
| NOT IN LABOR FORCE | 77 | 4 | 81 |
| TOTAL | 4,265 | 98 | 4,363 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 98.19% |
| P = .0280 | Female Traditional | 95.92% |

There is a significant difference in the labor force participation rate between male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs participate in the labor force at a higher rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 4,337 | 1,821 | 6,158 |
| NOT IN LABOR FORCE | 157 | 305 | 462 |
| TOTAL | 4,494 | 2,126 | 6,620 |

| | Type of Program | Participation Rate |
|---|---|---|
| $X^2$ = 260.1756 | Male Traditional | 96.51% |
| df = 1 | Female Traditional | 85.65% |
| P = .00000 | | |

There is a significant difference in the observed labor force participation rate between all completors from male traditional programs and all completors from female traditional programs. Completors from male traditional programs participate in the labor force at a higher rate than completors from female traditional programs.

YEAR - 1978-79
LEVEL - ADULT
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 193 | 36 | 229 |
| NONCOMPLETERS | 235 | 30 | 265 |
| TOTAL | 428 | 66 | 494 |

$X^2 = 1.6919$
df = 1
P = .1934

| Sex | Completion Rate |
|---|---|
| Male | 45.09% |
| Female | 54.55% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 30 | 1,068 | 1,098 |
| NONCOMPLETERS | 15 | 521 | 536 |
| TOTAL | 45 | 1,589 | 1,634 |

$X^2 = .0071$
df = 1
P = .9329

| Sex | Completion Rate |
|---|---|
| Male | 66.67% |
| Female | 67.21% |

There is no significant difference in the observed employment rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 1,068 | 36 | 1,104 |
| NONCOMPLETERS | 521 | 30 | 551 |
| TOTAL | 1,589 | 66 | 1,655 |

$X^2 = 4.0253$
df = 1
P = .0448

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 54.55% |
| Female Traditional | 67.21% |

There is a significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs. Females have a higher completion rate in female traditional programs than in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 193 | 30 | 223 |
| NONCOMPLETERS | 235 | 15 | 250 |
| TOTAL | 428 | 45 | 473 |

$X^2 = 6.7639$
df = 1
P = .0093

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 45.09% |
| Female Traditional | 66.67% |

There is a significant difference between the observed completion rate of males enrolled in male traditional and female traditional programs. Males complete female traditional programs at a higher rate than in male traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 229 | 1,098 | 1,327 |
| NONCOMPLETERS | 265 | 536 | 801 |
| TOTAL | 494 | 1,634 | 2,128 |

$X^2 = 69.3050$
df = 1
P = .0000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 46.36% |
| Female Traditional | 67.20% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 46.36 percent completion rate in male traditional programs and a 67.20 percent completion rate in female traditional programs.

YEAR - 1979-80
LEVEL - ADULT
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 313 | 41 | 354 |
| NONCOMPLETERS | 274 | 40 | 314 |
| TOTAL | 587 | 81 | 668 |

$X^2$ = .1145
df = 1
P = .7350

| Sex | Completion Rate |
|---|---|
| Male | 53.32% |
| Female | 50.62% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 29 | 1,037 | 1,066 |
| NONCOMPLETERS | 22 | 511 | 633 |
| TOTAL | 51 | 1,648 | 1,699 |

$X^2$ = .5400
df = 1
P = .4624

| Sex | Completion Rate |
|---|---|
| Male | 56.86% |
| Female | 62.92% |

There is no significant difference in the observed completion rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 1,037 | 41 | 1,078 |
| NONCOMPLETERS | 611 | 40 | 651 |
| TOTAL | 1,648 | 81 | 1,729 |

$X^2$ = 4.4712
df = 1
P = .0345

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 50.62% |
| Female Traditional | 62.92% |

There is a significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs. Females have a higher completion rate in female traditional programs than in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 313 | 29 | 342 |
| NONCOMPLETERS | 274 | 22 | 296 |
| TOTAL | 587 | 51 | 638 |

$X^2 = .1156$
df = 1
P = .7339

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 53.32% |
| Female Traditional | 56.86% |

There is no significant difference in the observed completion rate of males enrolled in male traditional and female traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 354 | 1,066 | 1,420 |
| NONCOMPLETERS | 314 | 633 | 947 |
| TOTAL | 668 | 1,699 | 2,367 |

$X^2 = 18.5819$
df = 1
P = .0000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 52.99% |
| Female Traditional | 62.74% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 52.99 percent completion rate in male traditional programs and a 62.74 percent completion rate in female traditional programs.

YEAR - 1980-81
LEVEL - ADULT
VARIABLE - COMPLETION

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 239 | 29 | 268 |
| NONCOMPLETERS | 225 | 35 | 260 |
| TOTAL | 464 | 64 | 528 |

$X^2$ = .6338
df = 1
P = .4360

| Sex | Completion Rate |
|---|---|
| Male | 51.51% |
| Female | 45.31% |

There is no significant difference in the observed completion rate between males and females in male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| COMPLETERS | 36 | 975 | 1,011 |
| NONCOMPLETERS | 19 | 585 | 604 |
| TOTAL | 55 | 1,560 | 1,615 |

$X^2$ = .0920
df = 1
P = .7617

| Sex | Completion Rate |
|---|---|
| Male | 65.45% |
| Female | 62.50% |

There is no significant difference in the observed completion rate between males and females in female traditional programs.

3. FEMALE ENROLLEES

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 975 | 29 | 1,004 |
| NONCOMPLETERS | 585 | 35 | 620 |
| TOTAL | 1,560 | 64 | 1,624 |

$X^2$ = 6.9837
df = 1
P = .0082

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 45.31% |
| Female Traditional | 62.50% |

There is a significant difference between the observed completion rate of females enrolled in female traditional vocational programs and females enrolled in male traditional programs. Females have a higher completion rate in female traditional programs than in male traditional programs.

4. MALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 239 | 36 | 275 |
| NONCOMPLETERS | 225 | 19 | 244 |
| TOTAL | 464 | 55 | 519 |

$X^2 = 3.2996$
df = 1
P = .0693

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 51.51% |
| Female Traditional | 65.45% |

There is no significant difference in the observed completion rate of males enrolled in male traditional and female traditional programs.

5. MALE AND FEMALE ENROLLEES

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| COMPLETERS | 268 | 1,011 | 1,279 |
| NONCOMPLETERS | 260 | 604 | 864 |
| TOTAL | 528 | 1,615 | 2,143 |

$X^2 = 22.7042$
df = 1
P = .0000

| Type of Program | Completion Rate |
|---|---|
| Male Traditional | 50.76% |
| Female Traditional | 62.60% |

There is a significant difference found between completion rates of all enrollees in male traditional and female traditional programs. It was found that enrollees have a 50.76 percent completion rate in male traditional programs and a 62.60 percent completion rate in female traditional programs.

YEAR - 1978-79
LEVEL - ADULT
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 11 | 2 | 13 |
| NOT CONTINUING | 182 | 34 | 216 |
| TOTAL | 193 | 36 | 229 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 5.70% |
| P .3022 | Female | 5.56% |

There is no significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 6 | 68 | 74 |
| NOT CONTINUING | 24 | 1,000 | 1,024 |
| TOTAL | 30 | 1,068 | 1,098 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 20.00% |
| P = .0124 | Female | 6.80% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs. Male completors from female traditional programs continued education at a higher rate than female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 68 | 2 | 70 |
| NOT CONTINUING | 1,000 | 34 | 1,034 |
| TOTAL | 1,068 | 36 | 1,104 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 5.56% |
| P .2770 | Female Traditional | 6.80% |

There is no significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 11 | 6 | 17 |
| NOT CONTINUING | 182 | 24 | 206 |
| TOTAL | 193 | 30 | 223 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 5.70% |
| P = .0153 | Female Traditional | 20.00% |

There is a significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs continued their education at a lower rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 13 | 74 | 87 |
| NOT CONTINUING | 216 | 1,024 | 1,240 |
| TOTAL | 229 | 1,098 | 1,327 |

| | Type of Program | Continuation Rate |
|---|---|---|
| $X^2$ = .1974 | Male Traditional | 5.68% |
| df = 1 | Female Traditional | 6.74% |
| P = .6569 | | |

There is no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs.

YEAR - 1979-80
LEVEL - ADULT
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 21 | 2 | 23 |
| NOT CONTINUING | 292 | 39 | 331 |
| TOTAL | 313 | 41 | 354 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 6.71% |
| P .2609 | Female | 4.88% |

There is no significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 5 | 70 | 75 |
| NOT CONTINUING | 24 | 967 | 991 |
| TOTAL | 29 | 1,037 | 1,066 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 17.24% |
| P = .0472 | Female | 6.75% |

There is a significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs. Male completors from female traditional programs continued education at a higher rate than female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 70 | 2 | 72 |
| NOT CONTINUING | 967 | 39 | 1,006 |
| TOTAL | 1,037 | 41 | 1,078 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 4.88% |
| P = .0005 | Female Traditional | 6.75% |

There is a significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs continued their education at a higher rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 21 | 5 | 26 |
| NOT CONTINUING | 292 | 24 | 316 |
| TOTAL | 313 | 29 | 342 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 6.71% |
| P = .0036 | Female Traditional | 17.24% |

There is a significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs continued their education at a lower rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 23 | 75 | 98 |
| NOT CONTINUING | 331 | 991 | 1,322 |
| TOTAL | 354 | 1,066 | 1,420 |

| | Type of Program | Continuation Rate |
|---|---|---|
| $X^2$ = .0508 | Male Traditional | 6.50% |
| df = 1 | Female Traditional | 7.04% |
| P = .8217 | | |

There is no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs.

YEAR - 1980-81
LEVEL - ADULT
VARIABLE - CONTINUING EDUCATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 13 | 2 | 15 |
| NOT CONTINUING | 226 | 27 | 253 |
| TOTAL | 239 | 29 | 268 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 5.44% |
| P .28 | Female | 6.90% |

There is no significant difference in the observed educational continuation rate between male completors and female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| CONTINUING | 2 | 30 | 32 |
| NOT CONTINUING | 34 | 945 | 979 |
| TOTAL | 36 | 975 | 1,011 |

| | Sex | Continuation Rate |
|---|---|---|
| | Male | 5.56% |
| P .22 | Female | 3.17% |

There is no significant difference in the observed educational continuation rate between male completors and female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 30 | 2 | 32 |
| NOT CONTINUING | 945 | 27 | 972 |
| TOTAL | 975 | 29 | 1,004 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 6.90% |
| P .17 | Female Traditional | 3.17% |

There is no significant difference between the educational continuation rate of female completors from female traditional programs and female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 13 | 2 | 15 |
| NOT CONTINUING | 226 | 34 | 260 |
| TOTAL | 239 | 36 | 275 |

| | Type of Program | Continuation Rate |
|---|---|---|
| | Male Traditional | 5.44% |
| P .29 | Female Traditional | 5.56% |

There is no significant difference in the observed educational continuation rate of male completors from male traditional programs and male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| CONTINUING | 15 | 32 | 47 |
| NOT CONTINUING | 253 | 979 | 1,232 |
| TOTAL | 268 | 1,011 | 1,279 |

| | Type of Program | Continuation Rate |
|---|---|---|
| $X^2 = 2.8856$ | Male Traditional | 5.60% |
| df = 1 | Female Traditional | 3.17% |
| P = .0894 | | |

There is no significant difference between the educational continuation rates of all completors from male traditional programs and all completors from female traditional programs.

YEAR - 1978-79
LEVEL - ADULT
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 159 | 23 | 182 |
| UNEMPLOYED | 16 | 6 | 22 |
| TOTAL | 175 | 29 | 204 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 90.86% |
| P .05 | Female | 79.31% |

There is no significant difference in the observed employment rate between male completors and female completors of male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 22 | 813 | 835 |
| UNEMPLOYED | 0 | 57 | 57 |
| TOTAL | 22 | 870 | 892 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 100.00% |
| P .2298 | Female | 93.45% |

There is no significant difference in the observed employment rate between male completors and female completors of female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 813 | 23 | 836 |
| UNEMPLOYED | 57 | 6 | 63 |
| TOTAL | 870 | 29 | 899 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 79.31% |
| P .01 | Female Traditional | 93.45% |

There is a significant difference between the observed employment rate of females that completed male traditional programs and females that completed female traditional programs. Females experience a higher employment rate when completing female traditional programs than when completing male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 159 | 22 | 181 |
| UNEMPLOYED | 16 | 0 | 16 |
| TOTAL | 175 | 22 | 197 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 90.86% |
| P = .1386 | Female Traditional | 100.00% |

There is no signficant difference between the employment rate of males completing male traditional programs and males completing female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 182 | 835 | 1,017 |
| UNEMPLOYED | 22 | 57 | 79 |
| TOTAL | 204 | 892 | 1,096 |

| | Type of Program | Employment Rate |
|---|---|---|
| $X^2$ = 4.1586 | Male Traditional | 89.22% |
| df = 1 | Female Traditional | 93.61% |
| P = .0414 | | |

There is a significant difference found between the employment rate of all completors from male traditional and female traditional programs. It was found that all completors have a 89.22 percent employment rate from male traditional programs and a 93.61 percent employment rate from female traditional programs.

YEAR - 1979-80
LEVEL - ADULT
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 271 | 30 | 301 |
| UNEMPLOYED | 12 | 1 | 13 |
| TOTAL | 283 | 31 | 314 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 95.76% |
| P .37 | Female | 96.77% |

There is no difference in the observed employment rate between male completors and female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 22 | 824 | 846 |
| UNEMPLOYED | 2 | 55 | 57 |
| TOTAL | 24 | 879 | 903 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 91.67% |
| P .26 | Female | 93.74% |

There is no significant difference in the observed employment rate between male completors and female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 824 | 30 | 854 |
| UNEMPLOYED | 55 | 1 | 56 |
| TOTAL | 879 | 31 | 910 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 96.77% |
| P .28 | Female Traditional | 93.74% |

There is no significant difference in the observed employment rate between females completing female traditional programs and females completing male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 271 | 22 | 293 |
| UNEMPLOYED | 12 | 2 | 14 |
| TOTAL | 283 | 24 | 307 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 95.76% |
| P .21 | Female Traditional | 91.67% |

There is no significant difference between the employment rate of male completors of male traditional programs and male completors of female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 301 | 846 | 1,147 |
| UNEMPLOYED | 13 | 57 | 70 |
| TOTAL | 314 | 903 | 1,217 |

$X^2 = 1.6469$
df = 1
P = .1994

| Type of Program | Employment Rate |
|---|---|
| Male Traditional | 95.86% |
| Female Traditional | 93.69% |

There is no significant difference found between the employment rate of all completors from male traditional and female traditional programs.

YEAR - 1980-81
LEVEL - ADULT
VARIABLE - EMPLOYMENT/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 207 | 21 | 228 |
| UNEMPLOYED | 12 | 3 | 15 |
| TOTAL | 219 | 24 | 243 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 94.52% |
| P .12 | Female | 87.50% |

There is no significant difference in the observed employment rate between male completors and female completors from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| EMPLOYED | 30 | 805 | 835 |
| UNEMPLOYED | 2 | 37 | 39 |
| TOTAL | 32 | 842 | 874 |

| | Sex | Employment Rate |
|---|---|---|
| | Male | 93.75% |
| P .25 | Female | 95.61% |

There is no significant difference in the observed employment rate between male completors and female completors from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 805 | 21 | 826 |
| UNEMPLOYED | 37 | 3 | 40 |
| TOTAL | 842 | 24 | 866 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 87.50% |
| P .07 | Female Traditional | 95.61% |

There is a significant difference between the observed employment rate of female completors of male traditional programs and female completors of female traditional programs. Female completors have a higher employment rate from female traditional programs than from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 207 | 30 | 237 |
| UNEMPLOYED | 12 | 2 | 14 |
| TOTAL | 219 | 32 | 251 |

| | Type of Program | Employment Rate |
|---|---|---|
| | Male Traditional | 94.52% |
| P .29 | Female Traditional | 93.75% |

There is no significant difference in the observed employment rate between the male completors from male traditional programs and male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| EMPLOYED | 228 | 835 | 1,063 |
| UNEMPLOYED | 15 | 39 | 54 |
| TOTAL | 243 | 874 | 1,117 |

| | Type of Program | Employment Rate |
|---|---|---|
| $X^2$ = .8661 | Male Traditional | 93.83% |
| df = 1 | Female Traditional | 95.54% |
| P = .3520 | | |

There is no significant difference between the employment rate of all completors of male traditional and female traditional programs.

YEAR - 1978-79
LEVEL - ADULT
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 175 | 29 | 204 |
| NOT IN LABOR FORCE | 7 | 5 | 12 |
| TOTAL | 182 | 34 | 216 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 96.15% |
| P = .0001 | Female | 85.29% |

There is a significant difference in the observed labor force participation rate between males and females in male traditional programs. Males from male traditional programs participate at a higher rate in the labor force than females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 22 | 870 | 892 |
| NOT IN LABOR FORCE | 2 | 130 | 132 |
| TOTAL | 24 | 1,000 | 1,024 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 91.67% |
| P .22 | Female | 87.00% |

There is no significant difference in the observed labor force participation rate between males and females in female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 870 | 29 | 899 |
| NOT IN LABOR FORCE | 130 | 5 | 135 |
| TOTAL | 1,000 | 34 | 1,034 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 85.29% |
| P .18 | Female Traditional | 87.00% |

There is no significant difference in the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 175 | 22 | 197 |
| NOT IN LABOR FORCE | 7 | 2 | 9 |
| TOTAL | 182 | 24 | 206 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 96.15% |
| P .21 | Female Traditional | 91.67% |

There is no significant difference in the labor force participation rate between male completors from male traditional programs and male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 204 | 892 | 1,096 |
| NOT IN LABOR FORCE | 12 | 132 | 144 |
| TOTAL | 216 | 1,024 | 1,240 |

| | Type of Program | Participation Rate |
|---|---|---|
| $X^2 = 8.6490$ | Male Traditional | 94.44% |
| df = 1 | Female Traditional | 87.11% |
| P = .0033 | | |

There is a significant difference in the observed labor force participation rate between all completors from male traditional programs and all completors from female traditional programs. Completors from male traditional programs participate in the labor force at a higher rate than completors from female traditional programs.

YEAR - 1979-80
LEVEL - ADULT
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 283 | 31 | 314 |
| NOT IN LABOR FORCE | 9 | 8 | 17 |
| TOTAL | 292 | 39 | 331 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 96.92% |
| P = .0002 | Female | 79.49% |

There is a significant difference in the observed labor force participation rate between males and females in male traditional programs. Males from male traditional programs participate at a higher rate in the labor force than females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 24 | 879 | 903 |
| NOT IN LABOR FORCE | 0 | 88 | 88 |
| TOTAL | 24 | 967 | 991 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 100.00% |
| P = .1044 | Female | 90.90% |

There is no significant difference in the observed labor force participation rate between males and females in female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 879 | 31 | 910 |
| NOT IN LABOR FORCE | 88 | 8 | 96 |
| TOTAL | 967 | 39 | 1,006 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 79.49% |
| P = .0261 | Female Traditional | 90.90% |

There is a significant difference in the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs. Female completors from female traditional programs participate in the labor force at a higher rate than female completors from male traditional programs.

4. MALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 283 | 24 | 307 |
| NOT IN LABOR FORCE | 9 | 0 | 9 |
| TOTAL | 292 | 24 | 316 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 96.92% |
| P = .0015 | Female Traditional | 100.00% |

There is a significant difference in the labor force participation rate between male completors from male traditional programs and male completors from female traditional programs. Male completors from male traditional programs participate in the labor force at a lower rate than male completors from female traditional programs.

5. MALE AND FEMALE COMPLETORS

| | Male Traditional Programs | Female Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 314 | 903 | 1,217 |
| NOT IN LABOR FORCE | 17 | 88 | 105 |
| TOTAL | 331 | 991 | 1,322 |

| | Type of Program | Participation Rate |
|---|---|---|
| $X^2$ = 4.2586 | Male Traditional | 94.86% |
| df = 1 | Female Traditional | 91.12% |
| P = .0391 | | |

There is a significant difference in the observed labor force participation rate between all completors from male traditional programs and all completors from female traditional programs. Completors from male traditional programs participate in the labor force at a higher rate than completors from female traditional programs.

YEAR - 1980-81
LEVEL - ADULT
VARIABLE - LABOR FORCE PARTICIPATION/COMPLETORS ONLY

1. MALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 219 | 24 | 243 |
| NOT IN LABOR FORCE | 7 | 3 | 10 |
| TOTAL | 226 | 27 | 253 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 96.90% |
| P .07 | Female | 88.89% |

There is no significant difference in the observed labor force participation rate between males and females from male traditional programs.

2. FEMALE TRADITIONAL PROGRAMS

| | Male | Female | Total |
|---|---|---|---|
| IN LABOR FORCE | 32 | 842 | 874 |
| NOT IN LABOR FORCE | 2 | 103 | 105 |
| TOTAL | 34 | 945 | 979 |

| | Sex | Participation Rate |
|---|---|---|
| | Male | 94.12% |
| P .17 | Female | 89.10% |

There is no significant difference in the observed labor force participation rate between males and females from female traditional programs.

3. FEMALE COMPLETORS

| | Female Traditional Programs | Male Traditional Programs | Total |
|---|---|---|---|
| IN LABOR FORCE | 842 | 24 | 866 |
| NOT IN LABOR FORCE | 103 | 3 | 106 |
| TOTAL | 945 | 27 | 972 |

| | Type of Program | Participation Rate |
|---|---|---|
| | Male Traditional | 88.89% |
| P .24 | Female Traditional | 89.10% |

There is no significant difference in the labor force participation rate between female completors from female traditional programs and female completors from male traditional programs.

# APPENDIX C

## FISCAL YEARS 1978-79, 1979-80, 1980-81

## EMPLOYERS' RATING DATA

SECONDARY - TECHNICAL KNOWLEDGE
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *235 | 5 | 240 |
| 4 | 696 | 15 | 711 |
| 5 | 416 | 8 | 424 |
| Total | 1,347 | 28 | 1,375 |

$X^2 = .06937$
df = 2
P = .9659

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *121 | 9 | 130 |
| 4 | 514 | 20 | 534 |
| 5 | 385 | 16 | 401 |
| Total | 1,020 | 45 | 1,065 |

$X^2 = 2.69684$
df = 2
P = .2597

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *121 | 5 | 126 |
| 4 | 514 | 15 | 529 |
| 5 | 385 | 8 | 393 |
| Total | 1,020 | 28 | 1,048 |

$X^2 = 1.48062$
df = 2
P = .4770

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *235 | 9 | 244 |
| 4 | 696 | 20 | 716 |
| 5 | 416 | 16 | 432 |
| Total | 1,347 | 45 | 1,392 |

$X^2 = .91034$
df = 2
P = .6343

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses

## SECONDARY - TECHNICAL KNOWLEDGE
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *217 | 6 | 223 |
| 4 | 842 | 16 | 858 |
| 5 | 422 | 18 | 440 |
| Total | 1,481 | 40 | 1,521 |

$X^2 = 5.63236$
df = 2
P = .0598

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *91 | 4 | 95 |
| 4 | 477 | 15 | 492 |
| 5 | 439 | 18 | 457 |
| Total | 1,007 | 37 | 1,044 |

$X^2 = 3.367$
df = 2
P = .7101

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *91 | 6 | 97 |
| 4 | 477 | 16 | 493 |
| 5 | 439 | 18 | 457 |
| Total | 1,007 | 40 | 1,047 |

$X^2 = 1.93768$
df = 2
P = .3795

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *217<br>**215.61 | 4<br>5.389 | 221 |
| 4 | 842<br>836.11 | 15<br>20.89 | 857 |
| 5 | 422<br>429.27 | 18<br>10.72 | 440 |
| Total | 1,481 | 37 | 1,518 |

$X^2 = 7.12616$
df = 2
P = .0284

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or their were questionable relationships.

SECONDARY - TECHNICAL KNOWLEDGE
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *228 | 3 | 231 |
| 4 | 750 | 18 | 768 |
| 5 | 424 | 17 | 441 |
| Total | 1,402 | 38 | 1,440 |

$X^2 = 4.41322$
df = 2
P = .1101

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *110 | 8 | 118 |
| 4 | 508 | 17 | 525 |
| 5 | 472 | 21 | 493 |
| Total | 1,090 | 46 | 1,136 |

$X^2 = 3.20941$
df = 2
P = .2009

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *110 | 3 | 113 |
| 4 | 508 | 18 | 526 |
| 5 | 472 | 17 | 489 |
| Total | 1,090 | 38 | 1,128 |

$X^2 = .19893$
df = 2
P = .9053

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *228 | 8 | 236 |
| 4 | 750 | 17 | 767 |
| 5 | 424 | 21 | 445 |
| Total | 1,402 | 46 | 1,448 |

$X^2 = 5.77605$
df = 2
P = .0557

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses

## SECONDARY - WORK ATTITUDE
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *185<br>**182.21 | 1<br>3.79 | 186 |
| 4 | 570<br>577.00 | 19<br>11.99 | 589 |
| 5 | 592<br>587.78 | 8<br>12.212 | 600 |
| Total | 1,347 | 28 | 1,375 |

$X^2 = 7.75801$
df = 2
P = .0207

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *98 | 7 | 105 |
| 4 | 350<br>16 | 16 | 366 |
| 5 | 573 | 22 | 595 |
| Total | 1,021 | 45 | 1,066 |

$X^2 = 1.97717$
df = 2
P = .3721

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *98<br>**96.36 | 1<br>2.64 | 99 |
| 4 | 350<br>359.15 | 19<br>9.85 | 369 |
| 5 | 573<br>565.49 | 8<br>15.51 | 581 |
| Total | 1,021 | 28 | 1,049 |

$X^2 = 13.51817$
df = 2
P = .0012

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *185 | 7 | 192 |
| 4 | 570 | 16 | 586 |
| 5 | 592 | 22 | 614 |
| Total | 1,347 | 45 | 1,392 |

$X^2 = .81837$
df = 2
P = .6642

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05, or there were questionable relationships.

## SECONDARY - WORK ATTITUDE
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *139<br>**141.18 | 6<br>3.823 | 145 |
| 4 | 716<br>707.83 | 11<br>19.169 | 727 |
| 5 | 622<br>627.99 | 23<br>17.007 | 645 |
| Total | | | |

$X^2$ = 7.01741
df = 2
P = .0299

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *95 | 4 | 99 |
| 4 | 332 | 10 | 342 |
| 5 | 582 | 23 | 605 |
| Total | 1,009 | 37 | 1,046 |

$X^2$ = .57438
df = 1
P = .7504

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *95 | 6 | 101 |
| 4 | 332 | 11 | 343 |
| 5 | 582 | 23 | 605 |
| Total | 1,009 | 40 | 1,049 |

$X^2$ = 1.59017
df = 2
P = .4515

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *139<br>**139.50 | 4<br>3.495 | 143 |
| 4 | 716<br>708.26 | 10<br>17.742 | 726 |
| 5 | 622<br>629.24 | 23<br>15.763 | 645 |
| Total | 1,477 | 37 | 1,514 |

$X^2$ = 6.94411
df = 2
P = .0311

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - WORK ATTITUDE
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *144 | 0 | 144 |
| | **140.203 | 3.797 | |
| 4 | 621 | 14 | 635 |
| | 618.255 | 16.745 | |
| 5 | 638 | 24 | 662 |
| | 644.543 | 17.457 | |
| Total | 1,403 | 38 | 1,441 |

$X^2 = 6.88096$
df = 2
P = .0320

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *90 | 4 | 94 |
| 4 | 344 | 13 | 357 |
| 5 | 656 | 29 | 685 |
| Total | 1,090 | 46 | 1,136 |

$X^2 = .22297$
df = 2
P = .8945

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *90 | 0 | 90 |
| 4 | 344 | 14 | 358 |
| 5 | 656 | 24 | 680 |
| Total | 1,090 | 38 | 1,128 |

$X^2 = 3.51435$
df = 2
P = .1725

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *144 | 4 | 148 |
| 4 | 621 | 13 | 634 |
| 5 | 638 | 29 | 667 |
| Total | 1,403 | 46 | 1,449 |

$X^2 = 5.70046$
df = 2
P = .0578

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - WORK QUALITY
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *186 | 1 | 187 |
| | **183.19 | 3.81 | |
| 4 | 672 | 15 | 687 |
| | 673.01 | 13.99 | |
| 5 | 489 | 12 | 501 |
| | 490.80 | 10.20 | |
| Total | 1,347 | 28 | 1,375 |

$X^2 = 2.51150$
df = 2
P = .2849

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *95 | 7 | 102 |
| 4 | 447 | 19 | 466 |
| 5 | 479 | 19 | 498 |
| Total | 1,021 | 45 | 1,066 |

$X^2 = 1.98717$
df = 2
P = .3702

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *95 | 1 | 96 |
| 4 | 447 | 15 | 462 |
| 5 | 479 | 12 | 491 |
| Total | 1,021 | 28 | 1,049 |

$X^2 = 1.66785$
df = 2
P = .4343

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *186 | 7 | 193 |
| 4 | 672 | 19 | 691 |
| 5 | 489 | 19 | 508 |
| Total | 1,347 | 45 | 1,392 |

$X^2 = 1.02951$
df = 2
P = .5976

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers' responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - WORK QUALITY
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *157<br>**155.78 | 3<br>4.22 | 160 |
| 4 | 826<br>821.74 | 18<br>22.25 | 844 |
| 5 | 494<br>499.47 | 19<br>13.53 | 513 |
| Total | 1,477 | 40 | 1,517 |

$X^2 = 3.47166$
df = 2
P = .1763

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *87 | 4 | 91 |
| 4 | 447 | 11 | 458 |
| 5 | 475 | 22 | 497 |
| Total | 1,009 | 37 | 1,046 |

$X^2 = 3.07911$
df = 2
P = .2145

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *87 | 3 | 90 |
| 4 | 447 | 18 | 465 |
| 5 | 475 | 19 | 494 |
| Total | 1,009 | 40 | 1,049 |

$X^2 = .06220$
df = 2
P = .9694

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *157<br>**157.06 | 4<br>3.93 | 161 |
| 4 | 826<br>816.54 | 11<br>20.45 | 837 |
| 5 | 494<br>503.39 | 22<br>12.61 | 516 |
| Total | 1,477 | 37 | 1,514 |

$X^2 = 11.64784$
df = 2
P = .0030

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - WORK QUALITY
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *171 | 0 | 171 |
| | **166.49 | 4.509 | |
| 4 | 719 | 13 | 732 |
| | 712.70 | 19.303 | |
| 5 | 513 | 25 | 538 |
| | 523.81 | 14.187 | |
| Total | 1,403 | 38 | 1,441 |

$X^2 = 15.20933$
df = 2
P = .0005

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *90 | 4 | 94 |
| 4 | 450 | 18 | 468 |
| 5 | 550 | 24 | 574 |
| Total | 1,090 | 46 | 1,136 |

$X^2 = .08567$
df = 2
P = .9581

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *90 | 0 | 90 |
| 4 | 450 | 13 | 463 |
| 5 | 550 | 25 | 575 |
| Total | 1,090 | 38 | 1,128 |

$X^2 = 5.27832$
df = 2
P = .0714

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *171 | 4 | 175 |
| 4 | 719 | 18 | 737 |
| 5 | 513 | 24 | 537 |
| Total | 1,403 | 46 | 1,449 |

$X^2 = 4.66380$
df = 2
P = .0971

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - OVERALL
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *173 | 2 | 175 |
| | **171.44 | 3.56 | |
| 4 | 712 | 17 | 729 |
| | 714.15 | 14.84 | |
| 5 | 462 | 9 | 471 |
| | 461.41 | 9.59 | |
| Total | 1,347 | 28 | 1,375 |

$X^2 = 1.05686$
df = 2
P = .5895

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *82 | 7 | 89 |
| 4 | 480 | 21 | 501 |
| 5 | 459 | 17 | 476 |
| Total | 1,021 | 45 | 1,066 |

$X^2 = 3.42105$
df = 2
P = .1808

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *82 | 2 | 84 |
| 4 | 480 | 17 | 497 |
| 5 | 459 | 9 | 468 |
| Total | 1,021 | 28 | 1,049 |

$X^2 = 2.10959$
df = 2
P = .3483

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *173 | 7 | 180 |
| 4 | 712 | 21 | 733 |
| 5 | 462 | 17 | 479 |
| Total | 1,347 | 45 | 1,392 |

$X^2 = .71791$
df = 2
P = .6984

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.

SECONDARY - OVERALL
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *146<br>**145.07 | 3<br>3.93 | 149 |
| 4 | 851<br>847.06 | 19<br>22.94 | 870 |
| 5 | 480<br>484.87 | 18<br>13.13 | 498 |
| Total | 1,477 | 40 | 1,517 |

$X^2 = 2.77472$
df = 2
P = .2497

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *80 | 3 | 83 |
| 4 | 454 | 11 | 465 |
| 5 | 475 | 23 | 498 |
| Total | 1,009 | 37 | 1,046 |

$X^2 = 3.57844$
df = 2
P = .1671

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *80 | 3 | 83 |
| 4 | 454 | 19 | 473 |
| 5 | 475 | 18 | 493 |
| Total | 1,009 | 40 | 1,049 |

$X^2 = .09777$
df = 2
P = .4523

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *146<br>**145.35 | 3<br>3.64 | 149 |
| 4 | 851<br>840.93 | 11<br>21.07 | 862 |
| 5 | 480<br>490.701 | 23<br>12.29 | 503 |
| Total | 1,477 | 37 | 1,514 |

$X^2 = 14.60641$
df = 2
P = .0007

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.

SECONDARY - OVERALL
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *152 | 1 | 153 |
| | **148.96 | 4.03 | |
| 4 | 753 | 15 | 768 |
| | 747.747 | 20.253 | |
| 5 | 498 | 22 | 520 |
| | 506.287 | 13.713 | |
| Total | 1,403 | 38 | 1,441 |

$X^2 = 8.88764$
df = 2
P = .0118

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *85 | 5 | 90 |
| 4 | 471 | 20 | 491 |
| 5 | 534 | 21 | 555 |
| Total | 1,090 | 46 | 1,136 |

$X^2 = .62698$
df = 2
P = .7309

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *85 | 1 | 86 |
| 4 | 471 | 15 | 486 |
| 5 | 534 | 22 | 556 |
| Total | 1,090 | 38 | 1,128 |

$X^2 = 1.99528$
df = 2
P = .3687

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *152 | 5 | 157 |
| 4 | 753 | 20 | 773 |
| 5 | 498 | 21 | 519 |
| Total | 1,403 | 46 | 1,449 |

$X^2 = 2.15021$
df = 2
P = .3413

MT = Male Traditional  MNT = Male Nontraditional
FT = Female Traditional  FNT = Female Nontraditional

1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

*Number of employers responses
**Expected number of employers responses are only shown in cases where there was to be a significant difference at .05 or there were questionable relationships.

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *77 | 10 | 87 |
| 5 | 25 | 5 | 30 |
| Total | 102 | 15 | 117 |

df = 1
***Fisher's Exact P = .3282

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *74<br>73.39 | 1<br>1.60 | 75 |
| 4 | 312<br>316.08 | 5<br>6.91 | 323 |
| 5 | 248<br>250.52 | 8<br>5.48 | 256 |
| Total | 640 | 14 | 654 |

$X^2$ = 1.95902
df = 2
P = .3755

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *74 | 2 | 76 |
| 4 | 318 | 8 | 326 |
| 5 | 248 | 5 | 253 |
| Total | 640 | 15 | 655 |

$X^2$ = .19008
df = 2
P = .9093

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *77 | 6 | 83 |
| 5 | 25 | *8<br>**3.98 | 33 |
| Total | 107 | 14 | 116 |

df = 1
P = .0162

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.
***Fishers Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

## ADULT-TECHNICAL KNOWLEDGE
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *89 | 12 | 101 |
| 4 | 88 | 7 | 95 |
| 5 | 38 | 4 | 42 |
| Total | 215 | 23 | 238 |

$X^2 = 1.14313$
df = 2
P = .5646

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *81<br>**80.43 | 1<br>1.56 | 82 |
| 4 | 321<br>316 | 1<br>6.15 | 322 |
| 5 | 266<br>272 | 11<br>5.29 | 277 |
| Total | 668 | 13 | 681 |

$X^2 = 10.89226$
df = 2
P = .0043

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *81<br>**89.90 | 12<br>3.09 | 93 |
| 4 | 321<br>317.08 | 7<br>10.92 | 328 |
| 5 | 266<br>261.01 | 4<br>8.99 | 270 |
| Total | 668 | 23 | 691 |

$X^2 = 30.81306$
df = 2
P = .0000

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *89<br>**850.66 | 1<br>5.13 | 90 |
| 4 | 88<br>83.92 | 1<br>5.07 | 89 |
| 5 | 38<br>46.21 | 11<br>2.79 | 49 |
| Total | 215 | 13 | 228 |

$X^2 = 32.55753$
df = 2
P = .0000

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.

## ADULT-TECHNICAL KNOWLEDGE
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *54 | 9 | 63 |
| 4 | 75 | 6 | 81 |
| 5 | 24 | 1 | 25 |
| Total | 153 | 16 | 169 |

$X^2 = 2.97937$
df = 2
P = .2254

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *88<br>**93.94 | 9<br>3.06 | 97 |
| 4 | 343<br>337.98 | 6<br>11.01 | 349 |
| 5 | 244<br>243.08 | 7<br>7.92 | 251 |
| Total | 675 | 16 | 697 |

$X^2 = 14.36221$
df = 2
P = .0008

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *88<br>**94.75 | 9<br>2.39 | 97 |
| 4 | 343<br>340.92 | 6<br>8.08 | 349 |
| 5 | 244<br>239.33 | 1<br>5.67 | 245 |
| Total | 675 | 16 | 691 |

$X^2 = 25.28026$
df = 2
P = .0000

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *54 | 9 | 63 |
| 4 | 75 | 6 | 81 |
| 5 | 24 | 7 | 31 |
| Total | 153 | 22 | 175 |

$X^2 = 4.95940$
df = 2
P = .0838

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.

ADULT-WORK ATTITUDE
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *71 | 8 | 79 |
| 5 | 31 | 7 | 38 |
| Total | 102 | 15 | 117 |

df = 1
***Fisher's Exact P = .1687

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *271<br>**270.09 | 5<br>5.91 | 276 |
| 5 | 369<br>369.91 | 9<br>8.09 | 378 |
| Total | 640 | 14 | 654 |

df = 1
***Fisher's Exact P = .8233

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *271 | 8 | 279 |
| 5 | 369 | 7 | 376 |
| Total | 640 | 15 | 655 |

$X^2$ = .3442
df = 1
P = .5574

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *71 | 5 | 76 |
| | 31 | *9<br>**4.82 | 40 |
| Total | 102 | 14 | 116 |

df = 1
***Fisher's Exact P = .0179

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 or there were questionable relationships.
***Fisher's Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

ADULT-WORK ATTITUDE
1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *83 | 6 | 89 |
| 4 | 74 | 11 | 85 |
| 5 | 58 | 6 | 64 |
| Total | 215 | 23 | 238 |

$X^2 = 1.92251$
df = 2
P = .3824

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *79<br>79.45 | 2<br>1.55 | 81 |
| 4 | 278<br>275.63 | 3<br>5.36 | 281 |
| 5 | 311<br>312.91 | 8<br>6.09 | 319 |
| Total | 668 | 13 | 681 |

$X^2 = 1.80899$
df = 2
P = .4047

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *79 | 6 | 85 |
| 4 | 278 | 11 | 289 |
| 5 | 311 | 6 | 317 |
| Total | 668 | 23 | 691 |

$X^2 = 5.91170$
df = 2
P = .0520

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *83 | *2<br>**4.84 | 85 |
| 5 | 132 | 11 | 143 |
| Total | 215 | 13 | 228 |

df = 1
Fisher's Exact P = .0782

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employeres responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.
***Fishers Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

ADULT-WORK ATTITUDE
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *34 | 2 | 36 |
| 4 | 58 | 8 | 66 |
| 5 | 61 | 6 | 67 |
| Total | 153 | 16 | 169 |

$X^2 = 1.20554$
df = 2
P = .5473

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *57<br>**61.98 | 7<br>2.02 | 64 |
| 4 | 239<br>238.23 | 7<br>7.76 | 246 |
| 5 | 379<br>374.78 | 8<br>12.21 | 387 |
| Total | 675 | 22 | 697 |

$X^2 = 14.25636$
df = 2
P = .0008

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *57 | 2 | 59 |
| 4 | 239 | 8 | 247 |
| 5 | 379 | 6 | 385 |
| Total | 675 | 16 | 691 |

$X^2 = 2.20768$
df = 2
P = .3316

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *34 | 7 | 41 |
| 4 | 58 | 7 | 65 |
| 5 | 61 | 8 | 69 |
| Total | 153 | 22 | 175 |

$X^2 = 1.00800$
df = 2
P = .6041

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.

ADULT-WORK QUALITY
1978-79

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *19 | 0 | 19 |
| 4 | 56 | 9 | 65 |
| 5 | 27 | 6 | 33 |
| Total | 102 | 15 | 117 |

df = 1
***Fisher's Exact P = .2139

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *85<br>84.16 | 1<br>1.84 | 86 |
| 4 | 252<br>249.54 | 3<br>5.46 | 255 |
| 5 | 303<br>306.30 | 10<br>6.70 | 313 |
| Total | 640 | 14 | 654 |

$X^2$ = 3.18479
df = 2
P = .2034

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *85<br>83.05 | 0<br>1.95 | 85 |
| 4 | 252<br>255.02 | 9<br>5.98 | 261 |
| 5 | 303<br>301.92 | 6<br>7.08 | 309 |
| Total | 640 | 15 | 655 |

$X^2$ = 3.72439
df = 2
P = .1353

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *75 | 4 | 79 |
| 5 | 27 | *10<br>**4.46 | 37 |
| Total | 102 | 14 | 116 |

df = 1
***Fisher's Exact P = .0015

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.
***Fisher's Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

## ADULT-WORK QUALITY
## 1979-80

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *86 | 12 | 98 |
| 4 | 84 | 7 | 91 |
| 5 | 45 | 4 | 49 |
| Total | 215 | 23 | 238 |

$X^2 = 1.27940$
df = 2
P = .5275

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *72<br>**72.59 | 2<br>1.41 | 74 |
| 4 | 317<br>310.95 | 0<br>6.05 | 317 |
| 5 | 279<br>284.46 | 11<br>5.53 | 290 |
| Total | 668 | 13 | 681 |

$X^2 = 11.91610$
df = 2
P = .0026

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *72<br>81.20 | 12<br>2.79 | 84 |
| 4 | 317<br>313.21 | 7<br>10.78 | 324 |
| 5 | 279<br>273.58 | 4<br>9.42 | 283 |
| Total | 668 | 23 | 691 |

$X^2 = 35.94157$
df = 2
P = 0.0000

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *86 | *2<br>**5.01 | 88 |
| 4-5 | 129 | 11 | 140 |
| Total | 215 | 13 | 228 |

$X^2 = 2.1816$
df = 1
P = .1397

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.

ADULT-WORK QUALITY
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *45 | 9 | 54 |
| 4 | 62 | 7 | 69 |
| 5 | 46 | 6 | 52 |
| Total | 153 | 22 | 175 |

$X^2$ = 1.24409
df = 2
P = .5368

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *76<br>**82.32 | 9<br>2.68 | 85 |
| 4 | 297<br>294.40 | 7<br>9.59 | 304 |
| 5 | 302<br>298.28 | 6<br>9.72 | 308 |
| Total | 675 | 22 | 697 |

$X^2$ = 17.55466
df = 2
P = .0002

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *76<br>**79.12 | 5<br>1.87 | 81 |
| 4 | 297<br>299.89 | 10<br>7.11 | 307 |
| 5 | 302<br>295.98 | 1<br>7.06 | 303 |
| Total | 675 | 16 | 691 |

$X^2$ = 11.81313
df = 2
P = .0027

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *45 | *5<br>**4.73 | 50 |
| 4-5 | 108 | 11 | 119 |
| Total | 153 | 16 | 169 |

df = 1
Fisher's Exact P = .6766

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there questionable relationships.
***Fishers Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *80 | 9 | 89 |
| 5 | 22 | 6 | 28 |
| Total | 102 | 15 | 117 |

df = 1
***Fisher's Exact P = .1106

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *73 | 1 | 74 |
| 4 | 274 | 5 | 279 |
| 5 | 293 | 8 | 301 |
| Total | 640 | 14 | 654 |

$X^2$ = .76615
df = 2
P = .6818

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *73<br>71.33 | 0<br>1.67 | 73 |
| 4 | 274<br>276.52 | 9<br>6.48 | 283 |
| 5 | 293<br>292.15 | 6<br>6.85 | 299 |
| Total | 640 | 15 | 655 |

$X^2$ = 2.82034
df = 2
P = .2441

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3-4 | *80<br>**75.62 | 6<br>10.38 | 86 |
| 5 | 22<br>26.38 | *8<br>3.62 | 30 |
| Total | 102 | 14 | 116 |

df = 1
***Fisher's Exact P = .0096

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there questionable relationships.
***Fisher's Exact Test is used when the expected frequency (fe) is less than 5 per any cell.

ADULT-OVERALL
1980-81

| Rating Type | MT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *44 | *6 | 50 |
| | | **4.73 | |
| 4 | 70 | 9 | 79 |
| 5 | 39 | 1 | 40 |
| Total | 153 | 16 | 169 |

df = 1
***Fisher's Exact P = .3207

| Rating Type | FT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *59 | 4 | 63 |
| 4 | 318 | 11 | 329 |
| 5 | 298 | 7 | 305 |
| Total | 675 | 22 | 697 |

$X^2$ = 2.87889
df = 2
P = .2371

| Rating Type | FT | FNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *59 | 6 | 65 |
| | **63.49 | 1.50 | |
| 4 | 318 | 9 | 327 |
| | 319.43 | 7.57 | |
| 5 | 298 | 1 | 299 |
| | 292.08 | 6.92 | |
| Total | 675 | 16 | 691 |

$X^2$ = 19.20619
df = 2
P = .0001

| Rating Type | MT | MNT | Total No. Responses |
|---|---|---|---|
| 1-2-3 | *44 | 4 | 48 |
| | **42.45 | 6.10 | |
| 4 | 70 | 11 | 81 |
| | 71.63 | 10.30 | |
| 5 | 39 | 7 | 46 |
| | 40.68 | 5.85 | |
| Total | 153 | 22 | 173 |

$X^2$ = 1.15243
df = 2
P = .5620

MT = Male Traditional
FT = Female Traditional
MNT = Male Nontraditional
FNT = Female Nontraditional

In cases of (2 x 3) $X^2$:
1-2-3 = Very Poor, Poor, Neutral
4 = Good
5 = Very Good

In case of (2 x 2) $X^2$:
1-2-3-4 = Very Poor, Poor, Neutral, Good
5 = Very Good

*Number of employers responses.
**Expected number of employers responses are only shown in cases where there was found to be a significant difference at .05 there were questionable relationships.
***Fishers Exact Test is used when the expected frequency (fe) is less than 5 per any cell.